Synthesis Report 82

States' Participation Guidelines for Alternate Assessments Based on Modified Academic Achievement Standards (AA-MAS) in 2010



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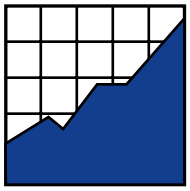
States' Participation Guidelines for Alternate Assessments Based on Modified Academic Achievement Standards (AA-MAS) in 2010

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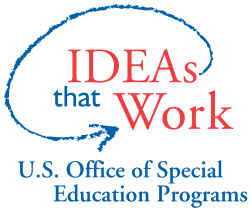
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NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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Executive Summary

Federal legislation requires that all students participate in state accountability systems. Most students with disabilities participate in the regular assessment, with or without accommodations. Students with more significant cognitive disabilities participate in the Alternate Assessment based on Alternate Achievement Standards (AA-AAS). A few states also have an Alternate Assessment Based on Grade-level Achievement Standards (AA-GLAS) for students with disabilities who need testing formats or procedures that are not included in the regular assessment and are not addressed with the use of accommodations. In April 2007, federal regulations offered states the flexibility to develop an Alternate Assessment based on Modified Academic Achievement Standards (AA-MAS). States are not required to provide this assessment option.

Since 2007, the National Center on Educational Outcomes (NCEO) has annually compiled, analyzed, and summarized states' participation guidelines for the AA-MAS. The purpose of this report is to update the information gathered from previous reports. As of November 2010, 17 states—California, Connecticut, Georgia, Indiana, Kansas, Louisiana, Maryland, Michigan, Minnesota, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Tennessee, Texas, and Virginia—had publicly available participation guidelines for an assessment the state considered to be an AA-MAS. As of February 2011, four states—Kansas, Louisiana, North Carolina, and Texas—had successfully completed the U.S. Department of Education's peer review process that determines whether the assessment fulfills the necessary requirements for the state to receive federal funds.

The current study suggests that states are continuing to develop or update participation guidelines for the AA-MAS. All states included text-based description of guidelines; some states included flow charts or decision trees, as well as checklists. Other documents were also found, including glossaries and student case scenarios. Over half of the states in the current study required parent notification and implications for high school graduation be included as part of the decision-making process.

All states required that the student have a current IEP and that the student not be progressing at the rate expected for grade-level proficiency within the school year covered by the IEP. Over two-thirds of states included the following criteria: learning grade-level content, previous performance on multiple measures, IEP includes goals based on grade-level content standards, receives specialized/individualized instruction, and previous performance on state assessment.

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Overview

All students, including students with disabilities, participate in statewide assessments. Annual testing ensures that schools, districts, and states are held accountable for students' educational achievement. Most students participate in the regular state assessment with or without accommodations. A few students with the most significant cognitive disabilities take an Alternate Assessment based on Alternate Achievement standards (AA-AAS). A few states also have an Alternate Assessment Based on Grade-level Achievement Standards (AA-GLAS) for students with disabilities who need testing formats or procedures that are not included in the regular assessment and are not addressed with the use of accommodations. In April 2007, federal regulations offered states the flexibility to offer another assessment option—an Alternate Assessment based on Modified Academic Achievement Standards (AA-MAS). States may count up to two percent of students participating in an AA-MAS for annual yearly progress (AYP). States are not required to offer this assessment option.

According to the regulations, students eligible for an AA-MAS must have an Individualized Educational Program (IEP). In addition, the IEP must be standards-based and include annual goals based on grade-level academic content standards. Students who take the AA-MAS must have access to grade-level curriculum. IEP teams are required to gather objective and valid evidence from multiple sources (e.g., previous state assessments, formative assessments, classroom assessments, etc.) to demonstrate the student will not achieve grade-level proficiency in the particular content area because of his or her disability. Moreover, IEP teams must demonstrate that, even if the student is provided with appropriate instruction designed for the student's individual needs, he or she is unlikely to achieve grade-level proficiency within the year covered by the student's IEP (U.S. Department of Education, 2007).

States must develop a set of criteria for determining which students are eligible to participate in different assessment options. This report refers to these criteria as participation guidelines. IEP teams use participation guidelines to determine whether the student will participate in the AA-AAS, AA-MAS, AA-GLAS, or in the regular assessment with or without accommodations (U.S. Department of Education, 2007). Although some states have an assessment they consider to be an AA-MAS, as of February 2011, only four states—Kansas, Louisiana, North Carolina, and Texas—had successfully completed the U.S. Department of Education peer review process that determines whether the assessment fulfills the necessary requirements.

This is the fourth time the National Center on Educational Outcomes (NCEO) has tracked states' participation guidelines for the AA-MAS. Each time NCEO has analyzed the guidelines (Lazarus, Hodgson, & Thurlow, 2010; Lazarus, Rogers, Cormier, & Thurlow, 2008; Lazarus, Thurlow, Christensen, & Cormier, 2007) there have been considerable changes. Please refer to

the NCEO web site at http://www.nceo.info for more information and relevant research about the AA-MAS.

Need to Update and Analyze

The most recent NCEO report tracking states' participation guidelines for the AA-MAS identified states that had an assessment they considered to be an AA-MAS and provided each states' participation guidelines (Lazarus et al., 2010). As of 2010 the federal regulations offering states the option to develop an AA-MAS have now been in place for more than three years. In 2007 when we first tracked participation guidelines for an AA-MAS, only a few states had publicly available guidelines. In each of the following two years more states had either developed or were in the process of developing an AA-MAS and had publicly available guidelines. Continuing the trend, we hypothesized that there would be more states that had either developed or were in the process of developing an AA-MAS, and that there was a need to update the report in 2010.

Similar to the previous report (Lazarus et al., 2010), the specific questions that we sought to answer in this study were:

1. As of November 2010, which states had publicly available guidelines for students with disabilities to participate in an AA-MAS?

2. What were the characteristics of these guidelines?

Process Used to Find Information about States' AA-MAS

Procedures used in the current study were similar to those used in the 2009 update (Lazarus et al., 2010). Information concerning states' participation guidelines for the AA-MAS was gathered from state Web sites in September through November of 2010. NCEO compiled and analyzed the data. Profiles were developed for each state to document the data collected based upon the participation criteria information found. The profiles were electronically sent to state department of education contacts in assessment or testing for verification. States were asked to verify that we had found the most current criteria. If a state identified additional criteria, we required evidence of a written document before accepting the change. No attempt was made to determine whether participation guidelines met the federal requirements.

Through collecting information from state Web sites, we found that some states provided training materials on participation guidelines. Nine states had posted additional training materials.

Some of the training materials included electronic "PDF" manuals or PowerPoint presentations. One state (Pennsylvania) posted a video accompaniment to the state's participation guidelines.

We analyzed the participation guidelines for Reading/ELA and Mathematics. In most states the guidelines were inclusive of all content area tests within the states' AA-MAS. A few states, however, developed guidelines for another content area (e.g., Science). We did not analyze states' participation guidelines for additional content areas.

Participation criteria are included in this report when they are mentioned in the policies of at least three states. If the criterion was not common to at least three states, it was included in the "other" category. In 2010, we included three new guidelines by name: "receives or has received research-based interventions," "receives high-quality instruction," and "not determined administratively." One criterion identified by name in previous reports, "performance multiple years behind grade-level expectations," was moved to the other category in the current report because too few states (i.e., less than three) included this criterion in their 2010 participation guidelines.

Figures summarizing the results of this analysis are presented in the Results section of this report. Comparisons were also made between findings in the current update and the 2009 report (Lazarus et al., 2010). More complete information can be found in tables presented in Appendix A. The titles and locations of all state documents referenced in the report can be found in Appendix B. Appendix C contains a compilation of states' 2010 participation guidelines documents.

Results

As of November 2010, 17 states—California, Connecticut, Georgia, Indiana, Kansas, Louisiana, Maryland, Michigan, Minnesota, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Tennessee, Texas, and Virginia—had publicly available participation guidelines for an assessment the state considered to be an AA-MAS. The 2009 report (Lazarus et al., 2010) found 14 states—Arizona, California, Connecticut, Indiana, Kansas, Louisiana, Maryland, Michigan, North Carolina, North Dakota, Ohio, Oklahoma, Tennessee, and Texas—with publicly available participation guidelines for an AA-MAS. Four additional states had guidelines in 2010 (Georgia, Indiana, Ohio, Pennsylvania). Additionally, several states included in the previous report revised their participation guidelines for 2010, and one state included in the previous report (Arizona) no longer had publicly available guidelines. Table 1 provides the state, the name of the state's AA-MAS, as well as the content area and grade.

Table 1. AA-MAS Name, Content Area, and Grade Described by State

State	Assessment Name	Content Areas/Grades
California	California Modified Assessment (CMA)	Math (3-7); ELA (3-11); Writing (4 and 7); Science (5, 8); Algebra I; Geometry; Life Science (10)
Connecticut	Connecticut Mastery Test Modified Assessment System (CMT MAS) and Connecticut Academic Performance Test Modified Assessment System (CAPT MAS)	Math and Reading (3-8, 10[1])
Georgia	Georgia Criterion-Referenced Competency Tests – Modified (CRCT-M)	Math (3-8); Reading (3-8); English Language Arts (3-8)
Indiana	Indiana Modified Achievement Standards Test (IMAST)	Math (3-8); ELA (3-8); Science (4, 6); Social Studies (5, 7)
Kansas[2]	Kansas Assessment of Modified Measures (KAMM)	Math and Reading (3-8, HS); Science (4, 7)
Louisiana	Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 2	Math and ELA (4-8, 10-11); Science (4, 8, 11); Social Studies (4, 8, 11)
Maryland	Maryland Modified High School Assessment (Mod-HSA); Maryland Modified School Assessment (Mod-MSA)	Math and Reading (3-8); Algebra, Biology, English, and Government (HS)
Michigan	Michigan Educational Assessment Program (MEAP) Access	Math and Reading (3-8); Writing (4, 7)
Minnesota	Minnesota Comprehensive Assessment (MCA) Modified	Math (5-8, 11); Reading (5-8, 10)
North Carolina[3]	NCEXTEND2 Alternate Assessment	Math (3-8, HS); Reading (3-8, HS); Science (5, 8, HS)
North Dakota	North Dakota Alternate Assessment 2 (NDAA2)	Math (3-8, 11); Reading/Language Arts (3-8, 11); Science (4, 8, 11)
Ohio	Ohio's Alternate Assessment based on Modified Achievement Standards (AA-MAS)	Math (5-8, 10); Reading (5-8, 10)
Oklahoma	Oklahoma Modified Alternate Assessment Program (OMAAP)	Math (3-8); Reading (3-8); Science (5, 8); End-of-Instruction Tests; Algebra I, Biology I, English II, and U.S. History (HS)
Pennsylvania	Pennsylvania System of School Assessment-Modified (PSSA-M)	Math (4-8, 11); Reading (4-8, 11); Science (8, 11)
Tennessee	Tennessee Comprehensive Assessment Program (TCAP) Modified Academic Achievement Standards (MAAS)	Math (3-8); Reading/Language Arts (3-8); Science (3-8); Social Studies (3-8)
Texas	Texas Assessment of Knowledge and Skills Modified (TAKS-M)	Math (3-11); Reading (3-9); English Language Arts (10-11); Writing (4, 7) Science (5, 8, 10-11); Social Studies (8, 10, 11)
Virginia	Virginia Modified Achievement Standards Test (VMAST)	Math (3-8, Algebra 1); Reading (3-8)

[1] The high school CAPT MAS is available as a live test for identified grade 10 students and as a retest for individual students in grade 11 and 12.

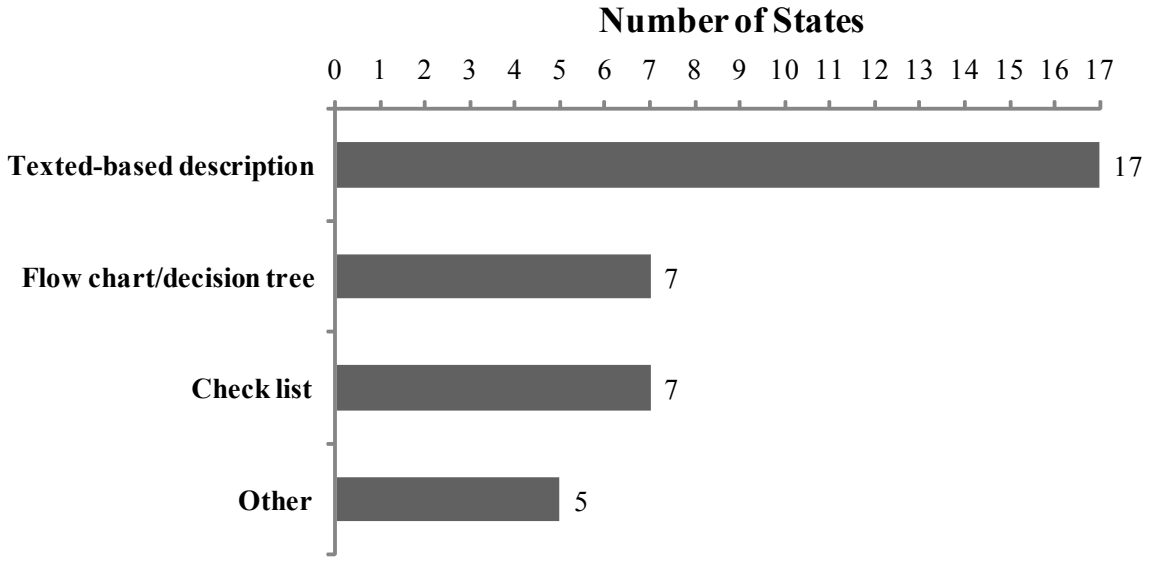
[2] In addition to tests for accountability, Kansas offers KAMM Opportunity to Learn (OTL) assessments for grades 9-12 in Math, Reading, and Science. The OTL assessments are designed to give students the opportunity to learn the content standards prior to participation. This assessment option "provides Kansas High Schools with flexibility in determining when to assess students" (p. 66; see 2009-2010 Kansas Assessment Examiner's Manual).

[3] In 2010 North Carolina discontinued the NCEXTEND2 OCS for Occupational English I, Occupational Mathematics I, and Life Skills Science I and II.

Format

The participation guidelines of all 17 states included text-based description of the guidelines. The guidelines of seven states also included a flow chart or decision tree, and seven states included a checklist in addition to text (see Figure 1).

Figure 1. Format of Participation Guidelines Documents for AA-MAS



Five states offered other formats for participation guidelines. Two states provided a glossary to define terms within the text-based participation guidelines. Two states provided cases studies or student scenarios to help determine which assessment option is appropriate for a student. For example, Texas provided a table for student scenarios that gave a student description and assessment decision or rationale. The student description included information about the student's grade-level, special education status, skill level, instruction types, classroom accommodations, and other relevant information. The assessment decision or rationale offered a description of what assessment option was best for the student case. One state offered an electronic version of

the flow chart with interactive comments, which could be accessed by selecting the flow chart for more information.

See Tables A-1 and A-2 in Appendix A for additional information on participation guidelines formats. Also, see Appendix B for a list of relevant documents states posted on their Web sites. Some states posted more documents than others related to student participation decisions for the AA-MAS. Four states posted one document containing participation guidelines and seven states posted three or more documents containing participation guidelines. A few states included participation guidelines within their yearly manual for state testing. For example, both North Dakota and Texas offered participation guidelines in separate documents as well as in their state manuals. Appendix C contains a compilation of states' 2010 guidelines.

Changes Since 2009

Similar to the previous report (Lazarus et al., 2010), all states in the current analysis used text-based descriptions of criteria in their participation guidelines. Seven states of the seventeen states (41%) in 2010 had flow charts or decision trees which is a small decrease compared to seven out of fourteen states (50%) in 2009. Seven of the seventeen states (41%) had checklists in 2010 as compared to six states out of fourteen (43%) in 2009. The use of case studies or scenarios to help determine the best assessment option increased to two states from one in 2009. For the first time, one state had an interactive format for its flow chart in 2010.

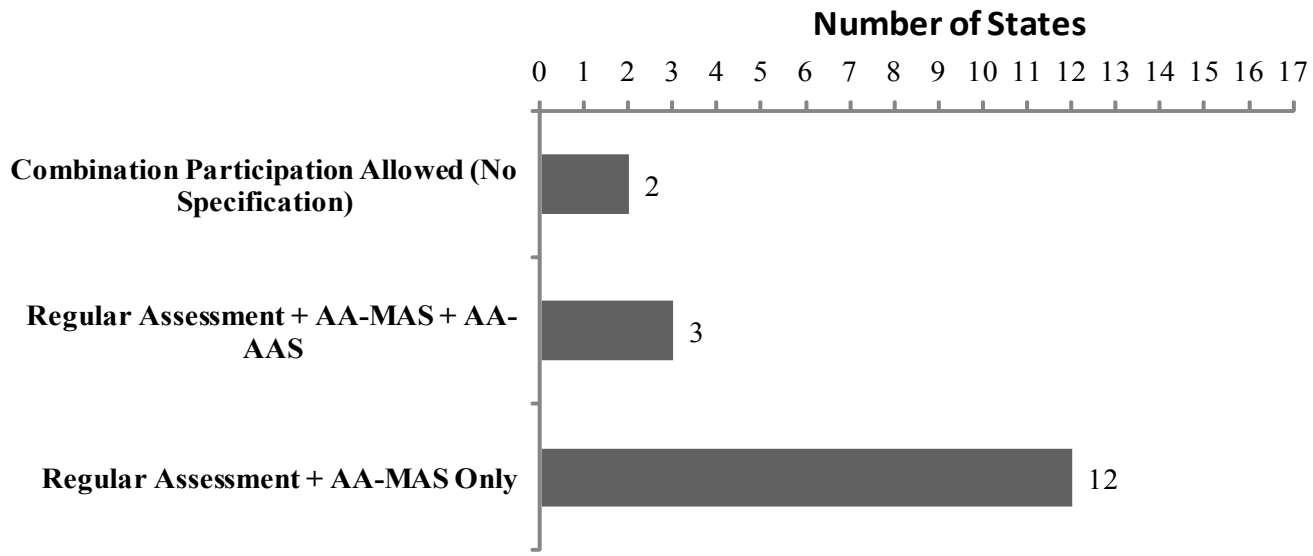
Combination Participation

Most of the states in the current report allowed combination participation, which means students may take different assessments across content areas (see Figure 2). For example, a student may participate in the regular assessment for Mathematics, but participate in the AA-MAS for English Language Arts. Only one state did not offer specifications for combination participation within its participation guidelines. Two states allowed combination participation with no specifications for how the assessments may be combined. Three states allowed combination participation across the regular assessment, AA-MAS, and AA-AAS.

A majority (12 states) allowed combination participation across only the regular assessment and AA-MAS. These states often specified that a student must take the regular assessment for a content area unless he or she qualifies for the AA-MAS. For example, Georgia specified that "if the answer to any of the criteria is " 'NO,' the student is not eligible to participate in the CRCT-M in that content area and must participate in the general CRCT." Pennsylvania indicated that "IEP teams might decide that a student take the PSSA-M Math test and the PSSA-M Science

test with or without accommodations but the student will take the standard PSSA Reading test (with or without accommodations)." Table A-3 in Appendix A provides additional information on combination participation.

Figure 2. Combination Participation.



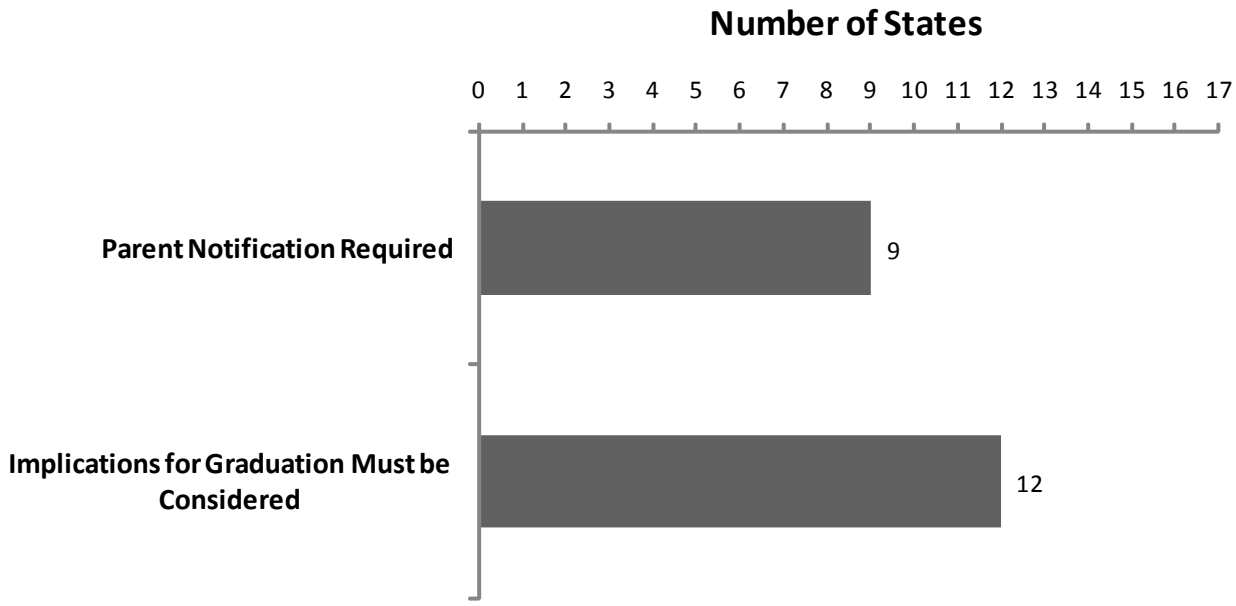
Changes Since 2009

More states in 2010 only allowed combination participation across the AA-MAS and regular assessment than in 2009. Twelve states in 2010 (71%) allowed this type of combination participation compared to nine states in 2009 (64%). Three states allowed participation across the regular assessment, AA-MAS, and AA-AAS in both 2010 and 2009. States allowing combination participation without further specification increased in 2010 to two states compared to one in 2009.

Parent Notification and Graduation Considerations

The participation guidelines of nine states required parent notification prior to student participation in the AA-MAS (see Figure 3). The states acknowledged that parents, as members of the child's IEP team, must be informed of their child's participation in an AA-MAS and that their child's achievement will be measured based on modified academic achievement standards.

Figure 3. Parent Notification and Graduation Considerations Information



The participation guidelines of 12 states required implications for high school graduation to be considered prior to participation. As indicated in Table A-4 in Appendix A, seven of the twelve states specified that participation in an AA-MAS would not preclude students from attempting to complete requirements for a regular high school diploma.

Many of the guidelines differed across states. For example, as indicated in Appendix Table A-4, Virginia stated an "eligibility decision may not result primarily from the belief that the student does not need this assessment to be promoted to the next grade or to graduate with a diploma." Louisiana required parents or guardians to initial that they understood four statements regarding graduation implications. Each statement could be understood from the perspective of the parent or child. For example:

> I am aware that testing in LAA 2 means my child (I) is (am) having significant academic difficulties in Reading, language arts and/or Mathematics. It is an IEP team decision, based on the needs of my child (my needs), for my child (me) to participate in LAA 2.

Pennsylvania shared its graduation implications in terms of "no consequences with respect to high school graduation." Minnesota included different information regarding graduation and stated:

> If a student meets or exceeds the standards on the MCA or MCA-Modified, then the student has met the state graduation requirement for the subject. Unlike the MCA, the MCA-Modified has no GRAD items embedded in it. Students who are not proficient on the high school Reading or Mathematics MCA-Modified can take the GRAD retest. If a student

with an IEP does not fulfill the Reading or Mathematics graduation requirement by being proficient on the MCA-Modified or by achieving a scale score of 50 on the GRAD retest, the IEP team can establish an individual passing score. The IEP team can set the individual passing score on the initial administration of the MCA-Modified or on a GRAD retest.

Table A-4 in Appendix A provides additional information on parent notification and graduation considerations.

Changes Since 2009

In 2010, a smaller percentage of states documented the need for parent notification prior to participation in an AA-MAS. Nine out of seventeen states (53%) in 2010 required notification, while nine of the fourteen states (64%) required notification in 2009. A greater percentage of states required consideration of graduation implications in 2010 than in 2009. In 2010, 12 out of 17 (71%) states required graduate implications to be considered while 8 of 14 states (57%) required implications to be considered in 2009. Overall, this showed an increasing trend of states that required graduation implications each year since 2008.

Participation Criteria

Participation criteria for an AA-MAS varied across states. Some participation criteria were common to all states while other criteria were mentioned in only a few state participation guidelines (see Figure 4). Details on the criteria of the specific states are provided in Tables A-5 and A-6 in Appendix A.

Has IEP. All states (n = 17) required that students have a current IEP to participate in the AA-MAS. Students must be eligible for and receiving special education services prior to participation. For example, Minnesota and Ohio both begin their flow charts by asking, "Does the student have an IEP?"

Not Progressing at Rate Expected to Reach Grade-level Proficiency Within School Year Covered by IEP. All of the states (n = 17) in the current report indicated that even with the provision of appropriate instruction designed for the student's needs, the student is not likely to achieve grade-level proficiency within the year covered by his or her IEP. For example, North Dakota's guidelines said, "Does the student have persistent learning difficulties that prohibited him/her from making grade-level achievement in one year?"

Learning Grade-Level Content. Most states (n = 16) required that eligible students must have access to grade-level instruction. For example, Virginia specified that students participating in the Virginia AA-MAS are expected to learn grade-level content but may need more time and a variety of instructional and assessment supports. Pennsylvania required evidence documenting an opportunity to learn grade-level academic content (i.e., attendance data, grade-level standards-aligned IEP goals, instructional accommodations and/or modifications, or intensive research-based interventions).

Previous Performance on Multiple Measures. Most states (n = 16) required that a student's performance on multiple, valid measures over a period of time be taken into consideration. Typical measures used in state guidelines were district-wide assessments, state assessments, formative assessments, and classroom assessments or progress monitoring. Some states were less specific than other states. For example, Indiana's guidelines said that evidence about a disability preventing a student from achieving proficiency is measured by "previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement."

IEP Includes Goals Based on Grade-Level Content Standards. Almost 90% of the states in the current report (n = 15) indicated that student's IEP goals must be based on grade-level content standards. For example, North Carolina's guidelines specified that "the student's IEP must include goals that are based on grade-level content standards and provide for monitoring of student's progress in achieving those goals." Moreover, some states specified that a student must have a standards-based IEP. For example, Tennessee's guidelines said:

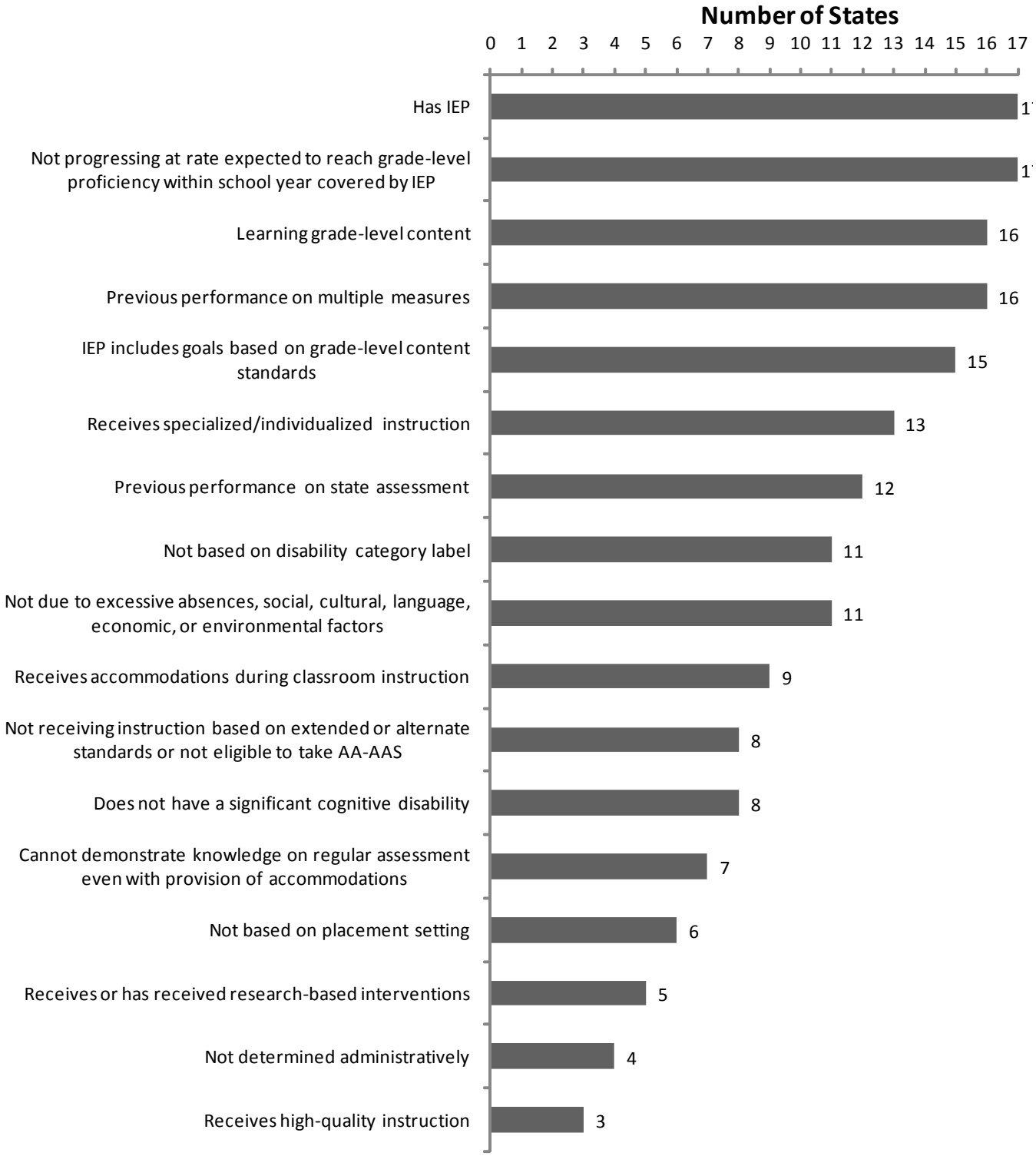
> The IEP must document annual goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards; the IEP reflects curriculum and daily instruction that focuses on standards-based goals in the content area(s) in which the MAAS will be taken.

Receives Specialized/Individualized Instruction. More than three-quarters of the states (n = 13) stipulated that eligible students must receive specialized or individualized classroom instruction. Some states specified that individualized instruction must include special education and related services to meet a student's needs. For example, Connecticut's guidelines said:

> The IEP team must be reasonably certain that while the student may make significant progress and is receiving appropriate instruction, including special education and related services that are specifically designed to address the student's individual needs, he/she is not likely to achieve grade-level proficiency in the year covered by the IEP.

Other states were more specific. Kansas's guidelines said, "the student needs significant changes in the complexity and scope of the general standards to show progress in the curriculum." Kansas

Figure 4. AA-MAS Participation Criteria



also required intensive specially designed instruction, intensive individualized supports, and extensive instruction.

Previous Performance on State Assessment. More than two-thirds of the states (n = 12) included information about previous student performance on the state assessment within the state participation guidelines. Furthermore, many states identified the level at which students should test on the regular assessment before they were considered eligible for the AA-MAS. A few states identified students who had taken the alternate assessment who may be eligible based upon a specific performance level. For example, California's guidelines said:

> The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications. Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA. The student shall have taken the CAPA Level 2-5 in two previous years and received a performance level of either Proficient or Advanced.

Not Based on Disability Category Label. Almost two-thirds of the states (n = 11) indicated that eligibility for the AA-MAS must not be dependent on disability category label. For example, Georgia's guidelines specified that "the decision to participate in the CRCT-M is not based on a specific eligibility or combination of disabilities (i.e., deafness/blindness, visual, auditory, and/or motor disabilities), but rather the student's inability to appropriately demonstrate their knowledge of the Georgia Performance Standards."

Not Due to Excessive Absences, Social, Cultural, Language, Economic, or Environmental Factors. Almost two-thirds of the states (n = 11) did not allow students to be identified for the AA-MAS based on one or more of the following factors: excessive absences, social, cultural, language, economic, or environmental factors. All 11 states provided factors not affecting eligibility that approximated, but were not identical to, the above factors. For example, Georgia's guidelines required that the decision to participate in an AA-MAS may not be based on "excessive or extended absences" or "language, cultural, or economic differences." Other states included additional details about what could not be used to determine student's eligibility for an AA-MAS. Virginia indicated that "VMAST eligibility decision may not result primarily from any specific categorical label (e.g., disability, ethnicity, gender, social, cultural, economic status, ESL)," or "excessive or extended absence."

Receives Accommodations During Classroom Instruction. Over half of the states (n = 9) required that students receive accommodations during classroom instruction. For example, Louisiana's guidelines said, "The student requires supports to access the general education curriculum and may require accommodations during classroom instruction and tests." Some states also provided examples of appropriate accommodations used across instructional and assess-

ment settings. For example, Virginia included "instructional strategies and resources, frequent and structured prompting and cueing, and assistive technology" in its participation guidelines.

Not Receiving Instruction Based on Extended or Alternate Standards or Not Eligible to Take AA-AAS. Eight states indicated that students must not receive instruction based on extended or alternate standards to participate in an AA-MAS. For example, Michigan's guidelines said, "The student has IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled." Kansas' guidelines indicated that the "student is not eligible for the alternate assessment in the content area being considered." A few states included both aspects of the criterion. Pennsylvania's guidelines said "students considered for the PSSA-M do not have significant cognitive disabilities and should not be held to alternate achievement standards."

Does Not Have a Significant Cognitive Disability. Eight states stipulated that eligible students may not have a significant cognitive disability. Often states included this guideline as an item on their flow chart or checklist (i.e., Does the student have a significant cognitive disability?). If the answer to the question was "yes," the student was not eligible to take the AA-MAS.

Cannot Demonstrate Knowledge on Regular Assessment even with Provision of Accommodations. About 40% of the states in the current report (n = 7) said that students must be unable to demonstrate knowledge on the regular assessment even with appropriate accommodations. For example, Ohio's guidelines said, "IEP teams shall clearly establish that, even with allowable and appropriate accommodations on the general assessment, students cannot demonstrate their achievement on the full range of the academic content standards."

Not Based on Placement Setting. Six states specified that eligibility to participate in the state AA-MAS could not be based on placement setting. Texas' guidelines said that the decision to administer the TAKS-M is not based solely on placement setting, but is determined by the Admission, Review and Dismissal committee (ARD). Oklahoma's guidelines said, "it shall not be based on the location of service delivery."

Receives or Has Received Research-based Interventions. Some states (n = 5) specified that for a student to participate in the AA-MAS, he or she must have received or is currently receiving research-based interventions. For example, Maryland's guidelines indicated that a list must be made to record what specific research-based Reading or Mathematics interventions are used that are individualized for the student.

Not Determined Administratively. Four states indicated that eligibility to participate in the AA-MAS should not be determined administratively. For example, Georgia's guidelines specified that "the decision to participate in the CRCT-M is NOT based on an administrative decision made outside of the IEP team's discussion of these participation criteria."

Receives High-Quality Instruction. A few states (n = 3) specified the need for a student to receive high-quality instruction. Two of the states specified that instruction must be given by high-quality teachers. For example, Michigan's guidelines stated, "instruction must be provided by a highly qualified teacher" and "instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught."

Changes Since 2009

States' AA-MAS participation criteria have changed since the previous update in 2009 (Lazarus et al., 2010). In 2010 more states were including many of the participation criteria tracked in previous reports (see Table A-5 in Appendix A). Other substantive changes in participation criteria included:

- The number of states including the criterion that eligible students are "not progressing at rate expected to reach grade-level proficiency within school year covered by IEP" continued to increase substantially to 17 of 17 states (100%) in 2010, from 11 of 14 states (79%) in 2009.
- The number of states using the criterion, "learning grade-level content" increased to 16 of 17 (94%) states in 2010 from 11 of 14 states (79%) in 2009.
- The number of states using the criterion of previous performance on multiple measures increased to 16 of 17 states (94%) in 2010 from 12 of 14 states (85%) in 2009.
- States including the criterion, "IEP includes goals based on grade-level content standards" increased to 15 of 17 states (88%) in 2010 from 9 of 14 states (64%) in 2009.
- The number of states including the criterion, "receives specialized/individualized instruction," increased to 13 of 17 states (76%) in 2010 from 7 of 14 states (50%) in 2009.
- States including "previous performance on state assessment" as a criterion increased to 12 of 17 states (71%) in 2010 from 6 of 14 states (41%) in 2009.
- The number of states requiring the criterion "cannot demonstrate knowledge on regular assessment even with provision of accommodations" decreased to 7 of 17 states (41%) in 2010 from 8 of 14 states (57%) in 2009.

Discussion

Seventeen states had publicly available participation guidelines for an assessment they considered to be an AA-MAS in November 2010, although as of February 2011, only four states had successfully completed the U.S. Department of Education's peer review process.

Key findings from NCEO's analysis of 2010 AA-MAS participation guidelines included:

- Seventeen states had publicly available participation guidelines in 2010. This was an increase of three states from 2009 (i.e., four new states had guidelines this year—and one state dropped plans to develop an AA-MAS).
- All 17 states had text-based descriptions of participation guidelines. Some states included flow charts or check lists in addition to written description. One state posted an interactive flowchart, which was not identified in the previous report (Lazarus et al., 2010).
- More than half of the states allowed combination participation across the regular assessment and AA-MAS. Fewer states allowed combination participation without specification, or allowed combination participation across all three assessments (AA-AAS, AA-MAS, regular assessment).
- All states required that the student have a current IEP, and that the student must not be progressing at the rate expected to reach grade-level proficiency within the school year.
- Over two-thirds of states included the following criteria: learning grade-level content, previous performance on multiple measures, IEP includes goals based on grade-level content standards, receives specialized/individualized instruction, and previous performance on state assessment.
- States were also more likely to require IEP teams to consider a student's previous performance on state assessments. Seventy one percent of the states included this criterion in 2010, while less than half of all states (41%) included it in 2009. Another criterion, "receives specialized/individualized instruction," increased to 76% in 2010 from 50% in 2009.

This year states were more likely to provide other formats for participation guidelines. For example, more states provided case studies to help IEP teams make appropriate decisions about student eligibility for this assessment option. New also this year was the inclusion of glossaries, which defined key terms within participation guidelines of several states. However, the proportion of states providing flow charts (41%) and check lists (41%) was similar to the previous report (50% and 43%, respectively; Lazarus et al., 2010).

Although we did not include the training materials as a data source in our analyses, in the process of compiling data we found numerous training materials related to AA-MAS on state Web sites. A few states' training materials even included videos. Videos and other training materials may help IEP team members better understand and use AA-MAS participation guidelines. However, we noticed that information about the participation guidelines in the training materials differed from what was in the actual guidelines in several states. In developing training materials, states need to ensure that the information presented is consistent with state policy.

According to the federal regulations, students who participate in a AA-MAS may not be prevented from attempting to complete the requirements for a regular high school diploma (U.S. Department of Education, 2007). In 2010 more states required IEP teams to consider implications for graduation in determining eligibility. The percentage of states requiring this consideration increased to 71% in 2010 from 57% in 2009. Because more states are requiring IEP teams to consider implications for graduation, states' guidelines may be more consistent with the federal guidelines than in the past.

The current study did not attempt to determine the extent to which state policies complied with federal requirements under ESEA or IDEA. Those determinations would need to be made by the appropriate federal authorities. However, the number of states that have successfully completed the federal peer review process has increased since the publication of the previous update (Lazarus et al., 2010). In 2009-2010, only Texas had completed the process, whereas Kansas, Louisiana, North Carolina and Texas had successfully completed the process by February 2011. It is likely that states' AA-MAS participation guidelines will continue to change as states make decisions regarding AA-MAS.

We contacted all states—including states that we believed did not have an AA-MAS—during the verification process, to help ensure the compiled data were accurate and that we had not missed any states. Through the process of verification of data with states, we learned that some states had no plans to develop an AA-MAS either now or in the future. One state indicated that test development had been postponed due to cost issues, as well as unexpected results from a preliminary focus group study with students which indicated that from the students' perspective modified items did not make a difference for them because they had not been exposed to that type of problem during instruction.

It is expected that both the number of states developing an AA-MAS and the characteristics of AA-MAS participation guidelines will change as states determine how to best proceed. NCEO will track these changes as they develop.

References

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Appendix A

Participation Guidelines Characteristics by State

Table A-1. Format of Participation Guidelines for AA-MAS, November 2010

State	Criteria			
	Description of criteria (e.g., text-based elaboration/ description)	Flow chart/ decision tree	Check list	Other
California*	X			X
Connecticut*	X	X	X	X
Georgia	X		X	
Indiana	X			
Kansas	X	X		
Louisiana	X		X	
Maryland	X		X	
Michigan*	X		X	X
Minnesota*	X	X		X
North Carolina	X			
North Dakota	X	X	X	
Ohio	X	X		
Oklahoma	X	X		
Pennsylvania	X		X	
Tennessee	X	X		
Texas*	X			X
Virginia	X			
Number of States	17	7	7	5

*See Table A-2 for additional information.

Table A-2. Other Formats for Participation Guidelines

State	Description
California	A glossary is given that provides definitions of terms within the text-based participation guidelines.
Connecticut	The electronic version of the flow chart includes interactive comments that can be clicked on for information about the criteria for many of the flowchart boxes.
Michigan	Provides five student case studies to help determine which assessment is appropriate for a student.
Minnesota	A glossary is given that provides definitions of terms within the text-based and flowchart participation guidelines.
Texas	The *ARD Committee Decision-Making Process for the Texas Assessment Program: Revised Reference Manual for the 2010-2011 Testing Year* provides student scenarios to help determine which assessment is appropriate for a student.

Table A-3. Combination Participation

State	Combination Participation Allowed (No Specification)	Regular Assessment + AA-MAS + AA-AAS	Regular Assessment + AA-MAS only	Specifications and Descriptions
California			X	The student shall not be allowed to take both the CAPA [California Alternate Performance Assessment] and CMA [California Modified Assessment]. Students shall take either: CAPA in all subject areas, CST [California Standards Test] in all subject areas, CMA in all subject areas, or a combination of CST and CMA in the subject areas being assessed.
Connecticut			X	Students may be assessed with the CMT MAS or CAPT MAS in Reading and/or Mathematics.
Georgia			X	If the answer to any of the criteria is "NO," the student is not eligible to participate in the CRCT-M in that content area and must participate in the general CRCT. All students must participate in the general CRCT in Science and Social Studies.
Indiana				
Kansas		X		Eligibility must be determined for each content area separately.

Table A-3. Combination Participation, continued

State	Combination Participation Allowed (No Specification)	Regular Assessment + AA-MAS + AA-AAS	Regular Assessment + AA-MAS only	Specifications and Descriptions
Louisiana			X	A student is eligible to take parts of LAA 2 assessment and the regular assessment (LEAPS or GEE). The content areas for which the student will be taking LAA 2 must be identified on the student's IEP. If a student is in grade 5, 6, 7, or 9 and is participating in LAA 2, the student is only required to take ELA and Math. The content areas in which the student will be taking the LAA 2 must be identified on the student's IEP. The student must take all content areas assigned for grades 4 and 8 and the content areas assigned to the specific grade for grades 9-11. If the student scored *Approaching Basic* or higher in a content area, the IEP team may decide that student can take parts of both LAA 2 and the regular assessment (LEAP or GEE).
Maryland			X	
Michigan[1]		X	X	**Regular Assessment + AA-MAS + AA-AAS:** Prior to implementation of MEAP-Access, the IEP team could determine that a student would take the MEAP for one or more content areas and MI-Access Functional Independence (FI) for the remaining content area(s). For example, a student could take MEAP Mathematics and FI in English Language Arts (ELA). With the addition of MEAP-Access, the IEP team has the flexibility to have a student participate in MEAP, MEAP-Access, or FI. **Regular Assessment + AA-MAS only:** As in the past, if an IEP team determines that a student will participate in MI-Access Supported Independence or Participation, he or she must take the same assessment for all content areas (e.g., Supported Independence ELA and Mathematics or Participation ELA and Mathematics).
Minnesota	X			The participation decision should be made separately for Mathematics, Reading and Science; eligibility for the Reading and Mathematics MCA-Modified is determined for each subject separately.

Table A-3. Combination Participation, continued

State	Combination Participation Allowed (No Specification)	Regular Assessment + AA-MAS + AA-AAS	Regular Assessment + AA-MAS only	Specifications and Descriptions
North Carolina			X	The IEP team may determine that a student is to be assessed with modified academic achievement standards (NCEXTEND2) in one or more subjects for which the assessments are administered; if the IEP team determines, based on participation guidelines below, that the NCEXTEND1 is the most appropriate assessment for a student, then that student must be assessed with the NCEXTEND1 in all subjects assessed at that grade-level.
North Dakota		X		Any combination of the above [ND State Assessment with no accommodations; ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan (these must be allowable accommodations); the ND Alternate Assessment 1 (NDAA 1) for students with severe cognitive disabilities served under IDEA; the ND Alternate Assessment 2 (NDAA 2) for students with persistent learning difficulties served under IDEA; or a combination of the above in different content areas]. It is unlikely that students with significant cognitive disabilities will participate in NDAA2, but there may be a rare circumstance where the IEP team deems it appropriate.
Ohio			X	Eligibility for participation in the AA-MAS is determined on a subject-by-subject basis by the IEP teams.
Oklahoma			X	This form is intended to assist Individualized Education Program (IEP) teams in determining whether a student should participate in the OCCT, with or without accommodations, or in an alternate assessment based on modified achievement of the standards (OMAAP) with or without accommodations, a combination of OCCT and OMAAP with or without accommodations, or an alternate assessment based on alternate achievement of the standards (OAAP) Portfolio; the student qualifies for the OAAP Portfolio in all subjects assessed.

Table A-3. Combination Participation, continued

State	Combination Participation Allowed (No Specification)	Regular Assessment + AA-MAS + AA-AAS	Regular Assessment + AA-MAS only	Specifications and Descriptions
Pennsylvania			X	Unlike assignment to the Pennsylvania Alternate System of Assessment (PASA), which requires students to take the PASA version of all subject area tests, assignment to the Pennsylvania System of School Assessment-Modified (PSSA-M) is subject specific. For example, IEP teams might decide that a student takes the PSSA-M Math test and the PSSA-M Science test with or without accommodations but the student will take the standard PSSA Reading test (with or without accommodations).
Tennessee			X	
Texas			X	Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets all of the following participation criteria; for students assessed with TAKS, TAKS (Accommodated), or TAKS–M, decisions about Reading, Mathematics, Writing, ELA, Science, and Social Studies must be considered separately. However, a student who meets the participation requirements for TAKS–Alt will take TAKS–Alt for all subjects assessed at the student's enrolled grade; a significant cognitive disability is pervasive across all subjects; therefore, if TAKS–Alt is determined to be the appropriate assessment, the student will take TAKS–Alt for all subjects required for the student's enrolled grade. In some rare instances a student with a significant cognitive disability may access the grade-level curriculum through modifications for some subjects and through prerequisite skills linked to the grade-level TAKS for other subjects. When this occurs, the ARD committee must determine which assessment is best for this student overall, since a student cannot be assessed with TAKS–M in some subjects and TAKS–Alt in other subjects.
Virginia	X			Eligibility for VMAST must be determined separately for Reading and Mathematics.
Total	2	3	12	

[1]Michigan allows combination participation across the regular assessment, AA-MAS, and AA-AAS as well as across the regular assessment and AA-MAS only. Whether participation is combined across all three assessment types, or only two, depends on the type of AA-AAS considered. Michigan differentiates between three types of AA-AAS (Functional Independence, Supported Independence, and Participation). Students eligible for Functional Independence may combine participation across all three assessment types. If the student qualifies for Supported Independence or Participation they must participate in the specified AA-AAS only.

Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
California	X	X	**Parent Notification Required:** Parents are informed that their child's achievement will be measured based on modified achievement standards. **Implications for Graduation Must be Considered:** Not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.
Connecticut	X	X	**Parent Notification Required:** Since parents/guardians are a part of the IEP team, they must be part of the decision-making process. Additionally, they must be fully informed that their child's progress will be measured based on modified achievement standards and must be informed of any additional considerations or consequences related to this assessment. Documentation of prior written notice, as well as the IEP page that addresses statewide assessments, support these requirements. **Implications for Graduation Must be Considered:** Students who take the CMT/CAPT (MAS) are not precluded from attempting to complete the requirements for a regular high school diploma.
Georgia			
Indiana		X	**Implications for Graduation Must be Considered:** The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation.
Kansas			

Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines, continued

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
Louisiana	X	X	**Parent Notification Required and Implications for Graduation Must be Considered:** If my child is eligible for and participates in LAA 2, my initials indicate I understand the statements below. • I am aware that testing in LAA 2 means my child (I) is (am) having significant academic difficulties in Reading, language arts and/or Mathematics. It is an IEP team decision, based on the needs of my child (my needs), for my child (me) to participate in LAA 2. • I am aware that my child (I) can participate in LAA 2 in one or more content areas and at the same time participate in the regular statewide assessment (LEAP or GEE) for the remaining content areas required at my child's (my) enrolled grade. • I am aware that if my child participates in LAA 2 and meets graduation requirements, which include (1) earning required Carnegie units, (2) passing the required components of LAA 2 (ELA, Math, and either Science or Social Studies) or passing by use of the LAA 2 waiver, and (3) meeting attendance requirements, my child will be eligible for a high school diploma. If my child does not meet the graduation requirements, however, my child may be eligible to exit high school with a Certificate of Achievement. • My child is eligible to participate in the Pre-GED/ Skills Option Program based on eligibility criteria.
Maryland	X	X	**Parent Notification Required:** If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal. **Implications for Graduation Must be Considered:** Students pursuing the Mod MSA/Mod HSA are not precluded from completing the requirements for the regular high school diploma.

Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines, continued

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
Michigan		X	**Implications for Graduation Must be Considered:** Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma; a divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and earn a general high school diploma.
Minnesota		X	**Implications for Graduation Must be Considered:** The high school MCA and MCA-Modified serve as the accountability test for Title I ESEA and the graduation test for students. If a student meets or exceeds the standards on the MCA or MCA-Modified, then the student has met the state graduation requirement for the subject. Unlike the MCA, the MCA-Modified has no GRAD items embedded in it. Students who are not proficient on the high school Reading or Mathematics MCA-Modified can take the GRAD retest. If a student with an IEP does not fulfill the Reading or Mathematics graduation requirement by being proficient on the MCA-Modified or by achieving a scale score of 50 on the GRAD retest, the IEP team can establish an individual passing score. The IEP team can set the individual passing score on the initial administration of the MCA-Modified or on a GRAD retest.
North Carolina	X	X	**Parent Notification Required:** Parents of these students, as part of the IEP team and as participants in the IEP process, are to be informed that their child's achievement will be measured (specific subjects) based on modified academic achievement standards. **Implications for Graduation Must be Considered:** The decision to place a student in an assessment based on modified achievement standards must not preclude a student from earning a regular high school diploma.

Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines, continued

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
North Dakota	X		**Parent Notification Required:** It is very important to keep parents informed. The *Students with Disabilities and the North Dakota State Assessments* parent brochure should be handed out to parents and educators at every student's annual IEP meeting; the IEP team decides [how a student with disabilities is involved in state assessments]; discussion about state assessments must take place with the parent(s) present.
Ohio	X		**Parent Notification Required:** IEP teams including parents shall consider general education assessment participation, with or without accommodations for students, before considering participation in the AA-MAS.
Oklahoma			
Pennsylvania	X	X	**Parent Notification Required:** The LEA and parent discuss the eligibility information for participation in the PSSA-M located in the document: Guidelines For IEP Teams: Assigning Students With IEPS To State Tests (ASIST); document the decision that the student will participate in the PSSA-M on the assessment page (Section IV of the IEP) for the appropriate subject area(s). **Implications for Graduation Must be Considered:** There are no consequences for the student taking an alternate assessment: no consequences with respect to test score/performance level related to taking the test with allowable accommodations, no consequences with respect to high school graduation, no consequences with respect to eligibility for post-secondary education, no consequences with respect to grade promotion/retention, no consequences with respect to rewards for proficient or advanced performance on an alternate as opposed to the regular assessment.

Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines, continued

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
Tennessee	X	X	**Parent Notification Required:** Participation in the Tennessee Comprehensive Assessment Program-Modified Academic Achievement Standards (TCAP-MAAS) must be an IEP team decision. Since parents are part of the team, they must be part of the decision making process. Additionally, they must be fully informed that their child's progress will be measured on modified academic achievement standards. **Implications for Graduation Must be Considered:** Students who take the TCAP-MAAS are not precluded from attempting to complete the requirements for a regular high school diploma.
Texas		X	**Implications for Graduation Must be Considered:** Students who take at least one TAKS–M subject-area test in grade 11 graduate under the Minimum high school program according to TAC §89.1070(c); according to federal regulations regarding graduating high school students, students who take TAKS–M are not held to the same graduation requirements as students who take TAKS.
Virginia		X	**Implications for Graduation Must be Considered:** The VMAST eligibility may not result primarily from: belief that the student does not need this assessment to be promoted to the next grade or to graduate with a diploma.
Total	9	12	

Table A-5. AA-MAS Participation Criteria

Criteria	California	Connecticut	Georgia	Indiana	Kansas	Louisiana	Maryland	Michigan	Minnesota	North Carolina	North Dakota	Ohio	Oklahoma	Pennsylvania	Tennessee	Texas	Virginia	No. of States
Has IEP	X	X	X	X*	X	X	X	X	X	X	X	X	X	X	X	X	X	**17**
Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP	X	X*	X	X*	X	X	X	X	X*	X*	X*	X*	X	X	X*	X	X*	**17**
Learning grade-level content	X	X*	X*	X*	X*	X*	X	X*	X*	X*	X	X*		X*	X*	X	X*	**16**
Previous performance on multiple measures	X	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	**16**
IEP includes goals based on grade-level content standards	X	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*		X*	X*		X	**15**
Receives specialized/ individualized instruction	X*	X	X*	X	X*	X*	X*	X*	X*		X*			X*	X		X*	**13**
Previous performance on state assessment	X*	X	X*	X		X*	X*	X	X*	X		X*	X	X				12
Not based on disability category label	X*	X*	X*		X	X		X*	X				X		X*	X	X	**11**
Not due to excessive absences, social, cultural, language, economic, or environmental factors	X*	X*	X*	X*	X*	X*		X*	X*				X*		X*		X*	**11**

Table A-5. AA-MAS Participation Criteria, continued

Criteria	California	Connecticut	Georgia	Indiana	Kansas	Louisiana	Maryland	Michigan	Minnesota	North Carolina	North Dakota	Ohio	Oklahoma	Pennsylvania	Tennessee	Texas	Virginia	No. of States
Receives accommodations during classroom instruction		X*				X*	X		X*		X*		X*	X		X*	X	**9**
Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS		X			X		X	X*	X*	X				X*	X*			8
Does not have a significant cognitive disability		X					X		X	X		X	X	X		X		8
Cannot demonstrate knowledge on regular assessment even with provision of accommodations		X*			X*		X		X*		X*	X*				X		7
Not based on placement setting		X		X		X			X				X			X		6
Receives or has received research-based interventions					X*		X*						X*	X*			X	**5**
Not determined administratively			X*			X*									X*	X		4
Receives high-quality instruction								X*		X			X*					3
Other criteria (See Table A-6 for specifications)	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	**17**

*See Table A-6 for additional information about these criteria.

Note: In the 2009 report, the criterion "performance multiple years behind grade-level expectations" was included as a category on this table. This criterion was not included because it was found in too few states' participation guidelines to warrant inclusion in the table. In the current report, relevant information was included under "other criteria."

Table A-6. Specifications and Descriptions of Participation Criteria

State	Specifications and Descriptions
California	**Receives specialized/individualized instruction:** The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled. **Previous performance on state assessment**: The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications. Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA. The student shall have taken the CAPA Level 2-5 in two previous years and received a performance level of either Proficient or Advanced. **Not based on disability category label:** The decision to participate in the CMA is not based solely on the student's disability (i.e., deafness/blindness, visual, auditory and/or motor disabilities) but rather the student's inability to appropriately demonstrate his or her knowledge on the California content standards through the CST. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The decision to participate in the CMA is not based on excessive or extended absences; the decision to participate in the CMA is not based on language, culture, or economic differences. **Other:** The decision to participate is not based on the amount of time the student is receiving special education services; the student will not receive a proficient score on the CST (even with provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress).
Connecticut	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** The IEP team must be reasonably certain that while the student may make significant progress and is receiving appropriate instruction, including special education and related services that are specifically designed to address the student's individual needs, he or she is not likely to achieve grade-level proficiency in the year covered by the IEP; student's disability precluded him/her from achieving grade-level proficiency at the same rate as his/her non-disabled peers. **Learning grade-level content:** The student's IEP includes goals that are based on the academic content standards for the grade in which the student is enrolled and he or she is receiving instruction in grade-level content. (Math: Yes/No). (Reading: Yes/No).

State	Specifications and Descriptions
Connecticut (continued)	**Previous performance on multiple measures:** The IEP team must look at data from multiple, valid measures of the student's progress over time. Such examples may include, but are not limited to, how a student scored on statewide assessments in the past, as well as how he or she scored on district-, school-, or grade-level assessments. **IEP includes goals based on grade-level content standards:** Students must have standards-based IEP goals in the subject in which they will be taking the MAS; the IEP reflects curriculum and daily instruction that focuses on standards-based goals in the areas of math and/or language arts. The IEP must document goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards; the IEP reflects how the student's progress in achieving standards-based goals is to be documented and monitored. **Not based on disability category label:** Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment, or other health impairment. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The IEP team must be reasonably certain that the student's difficulty with regular curriculum demands is primarily due to his or her disability and not due to excessive absences unrelated to the disability, or to social, cultural, environmental or economic factors; the student's inability to reach proficiency is not due to excessive absences unrelated to his or her disability, or to social, cultural, environmental, or economic factors. (Math: Yes/No). (Reading: Yes/No). **Receives accommodations during classroom instruction:** Appropriate accommodations have been provided in the classroom and for state/district assessments or evidence is provided that the student would not make proficiency on the CMT or CAPT even with the provision of accommodations. (Math: Yes/No). (Reading: Yes/No). **Cannot demonstrate knowledge on regular assessment even with provision of accommodations:** The IEP team should first consider the student's participation in the standard CMT/CAPT with appropriate accommodations. This expectation should include a thorough exploration into the variety of accommodations available, including assistive technology. When the IEP team is reasonably certain that all appropriate accommodations have been provided and the student is not likely to achieve grade-level proficiency, then the CMT/CAPT MAS may be considered. **Other:** Student receives classroom modifications; student's disability causes substantial academic difficulties; students who are not on an IEP are not eligible for the MAS, such as those only on a 504 plan or English language learners (ELL) who do not receive special education services; the disability category alone does not make a student eligible to take the CMT/CAPT (MAS).

State	Specifications and Descriptions
Georgia	**Learning grade-level content:** For each content area under consideration, the student has access to and instruction in the GPS for the grade in which the student is enrolled. **Previous performance on multiple measures:** The determination of the student's progress has been based on multiple measurements (i.e., benchmarks, unit assessments, progress monitoring, etc.) that are valid for the content area under consideration and that have been collected over a period of time. **IEP includes goals based on grade-level content standards:** The student's IEP includes goals that: (1) are related to the content area under consideration, (2) support access to the grade-level content standards, and (3) are designed to promote the student's progress in the content area GPS. **Receives specialized/individualized instruction:** The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP. **Previous performance on state assessment:** The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by the student's performance on the previous year's state-mandated test (i.e., CRCT) in the content area under consideration or another state's assessment, if appropriate; for each content area under consideration, in the previous year the student did not meet the standard for the state-mandated test (CRCT or was not proficient on another state's assessment) *OR* reached extending progress on the GAA *OR* did not achieve the advanced performance level on the Georgia CRCT-M (Not applicable for the 2010-2011 school year). **Not based on disability category label:** The decision to participate in the CRCT-M is NOT based on a specific eligibility or combination of disabilities (i.e., deafness/blindness, visual, auditory, and/or motor disabilities), but rather the student's inability to appropriately demonstrate their knowledge of the Georgia Performance Standards. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The decision to participate in the CRCT-M is NOT based on excessive or extended absences, language, cultural, or economic differences. **Not determined administratively:** The decision to participate in the CRCT-M is NOT based on an administrative decision made outside of the IEP team's discussion of these participation criteria. **Other:** The decision to participate in the CRCT-M is NOT based on the amount of time the student has received special education services.

State	Specifications and Descriptions
Indiana	**Has IEP:** The student receives special education services due to the presence of a disability. **Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** The student's case conference committee agrees that, even with appropriate instruction and services designed to meet the student's individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students. **Learning grade-level content:** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. **Previous performance on multiple measures:** There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement. **IEP includes goals based on grade-level content standards:** Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as: excessive or extensive absences, social, cultural, or economic differences. **Other:** Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled; the CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as: the mere identification of a disability; concern for AYP calculations.
Kansas	**Learning grade-level content:** What should teachers be instructing students taking the KAMM? Teachers should teach grade-level indicators. **IEP includes goals based on grade-level content standards:** For any content area assessed using the KAMM, the student's IEP must include goals based on grade-level content standards. **Receives specialized/individualized instruction:** Intensive individualized instruction; the student needs significant changes in the complexity and scope of the general standards to show progress in the curriculum; requires intensive specially designed instruction, intensive individually designed supports, and extensive instruction. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The decision to determine a student's eligibility to participate in the KAMM may not result primarily from: excessive or extended absence, any specific categorical label, or social, cultural, or economic differences.

State	Specifications and Descriptions
Kansas (continued)	**Cannot demonstrate knowledge on regular assessment even with provision of accommodations:** Accommodations alone [on classroom assessments] do not allow the student to fully demonstrate knowledge. **Receives or has received research-based interventions:** Despite the provision of research-based interventions, the student is not progressing at the rate expected for grade-level. **Other:** Student needs supports to significantly reduce the complexity or breadth of assessment items; requires differentiated content for classroom assessment; needs to show what they know differently; consistently requires instruction in pre-requisite skills to the grade-level indicators being assessed; student classroom achievement and performance is significantly below grade-level peers; is the student multiple years behind grade-level expectations? (yes/no).
Louisiana	**Learning grade-level content:** The students must have access to a curriculum based on grade-level content standards and must be assessed with a measure that also is based on grade-level content standards. **Previous performance on multiple measures:** IEP team members must use multiple sources of information to guide decision-making for statewide assessment purposes. The IEP team must review evidence that includes current IEP goals and/or objectives as well as results from statewide assessments (LEAP, *i*LEAP, GEE, LAA 2 and LAA 1); and recent results from other tests to document significant academic difficulties; class performance records; and/or growth rates compared to grade-level national or local norms, including proficiency levels from prior years. **IEP includes goals based on grade-level content standards:** The student has an IEP with goals based on academic content standards for the student's enrolled grade and the student requires supports to access the general education curriculum. The student has academic goals based on the content standards/GLEs for the student's enrolled grade. At a minimum, a student's IEP must have goals in ELA and/or Mathematics if the student is participating in LAA 2 in either content area. **Receives specialized/individualized instruction:** The student, even with direct, intensive, individualized instruction as indicated by the student's IEP, is unable to demonstrate competence of grade-level skill within the year through the monitoring of the student's progress in achieving those goals. **Previous performance on state assessment:** The student scored at the *Unsatisfactory* level in English language arts and/or Mathematics on the previous year's LEAP/*i*LEAP/GEE or participated in LAA 1 or LAA 2. The student scored *unsatisfactory* on the regular assessment in English language arts and/or Mathematics the previous year or previously participated in LAA 1 or LAA 2.

State	Specifications and Descriptions
Louisiana (continued)	**Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The decision to include the student in LAA 2 is not solely based on the following: the student's placement; excessive or extended absences; disruptive behavior; English language proficiency; the student's Reading level; the student's disability according to Bulletin 1508; social, cultural, and/or economic differences; anticipated impact on school performance scores; administrative decision; the expectation that the student will not perform well on the regular assessment (LEAP/*i*LEAP/GEE). **Receives accommodations during classroom instruction:** The student requires supports to access the general education curriculum and may require accommodations during classroom instruction and tests. **Not determined administratively:** The placement of a student in LAA 2 shall not be an administrative decision to bypass the high stakes testing policy. **Other:** There must be documentation on the IEP that the student has significant academic difficulties, at least in English Language Arts, Reading, and/or Mathematics based on class performance records and local and state assessments.
Maryland	**Previous performance on multiple measures:** The student must demonstrate that he or she cannot attain proficiency on the actual grade-level MSA (each of the subjects of the HSA series; end of course assessments) even with the provision of accommodations based on documented multiple valid and objective measures of student progress (or lack of progress). Examples include the end-of-course assessments, state assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction. **Receives specialized/individualized instruction:** The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards (course level for Mod-HSAs) was made, he or she is not making progress at grade-level (or course level for Mod-HSAs). **Previous performance on state assessment:** For Mod-HSA, IEP Decision-making Process Eligibility Tool asks for documentation of MSA and HSA performance. **Receives or has received research-based interventions:** List the specific research-based Reading interventions that are individualized for the student; list the specific research-based Mathematics interventions that are individualized for the student. List the specific Reading and/or Mathematics research-based interventions that are individualized to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

State	Specifications and Descriptions
Maryland (continued)	**Other:** The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter Reading passages, shorter or less difficult questions, and test items with fewer answer choices; the instructional performance in the relevant content area(s) is identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade-level; the student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum**.**
Michigan	**Learning grade-level content:** The student must have access to and instruction in grade-level content for the grade in which the student is enrolled. **Previous performance on multiple measures:** The student's progress or lack of progress must be determined using multiple objectives and valid measures of the student's academic achievement over time. There is no set length of time during which the data must be gathered, but there must be enough time to document the progress (or lack of progress) in response to appropriate instruction. Measures, such as the following, may be used: end-of-course assessments, district-wide assessments, classroom assessments, formative assessments, standardized achievement testing, State assessments (MEAP or MI-Access alone would not be sufficient documentation to show progress or lack of progress). **IEP includes goals based on grade-level content standards:** The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the GLCEs. The IEP goals should be attainable within the year covered by the IEP. Building blocks to attain the grade-level goals can start where the student is currently functioning. Short-term goals and objectives may incorporate below grade-level GLCEs needed as prerequisites in order to attain the grade-level goal. **Receives specialized/individualized instruction:** In determining if the MEAP-Access assessment is appropriate, the IEP Team needs to determine if the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP. **Not based on disability category label:** The IEP team must not base their decision to participate in the MEAP-Access assessments solely on the student's special education category.

State	Specifications and Descriptions
Michigan (continued)	**Not due to excessive absences, social, cultural, language, economic, or environmental factors**: The IEP team must not base their decision to participate in the MEAP-Access assessments solely on the student's ethnicity or economic background; a student's lack of progress cannot be solely due to excessive absences. **Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS:** The student has IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled. **Receives high-quality instruction:** Instruction must be provided by a highly qualified teacher. Instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught. **Other:** Students with a Section 504 plan are not eligible for alternate assessments; the IEP goals should be attainable within the year covered by the IEP. Building blocks to attain the grade-level goals can start where the student is currently functioning; short-term goals and objectives may incorporate below grade-level GLCEs needed as prerequisites in order to attain the grade-level goal; there must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers; participation in state assessment decisions must be determined annually by the IEP team.
Minnesota	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** Has the IEP team documented its expectation that the student will not achieve grade-level proficiency within the year covered by the IEP? (Yes/No). **Learning grade-level content:** The IEP team must ensure that the student has access to the general education curriculum, which means the student has opportunities to actively engage in learning the content and skills of the general education curriculum; does the student have access to instruction on grade-level standards? (Yes/No); instruction must be adjusted to include grade-level content before student may participate in the MCA-Modified; until this condition is met; student participates in the general education assessment, with or without accommodations, or the MTAS. **Previous performance on multiple measures:** Objective and valid data from multiple measures should be collected over time to confirm that the student is not likely to achieve proficiency on grade-level content standards within the year. Examples of objective and valid measures include state assessments, district-wide assessments, curriculum-based measures, and other repeated measures of progress over time. **Receives specialized/individualized instruction:** The IEP Team determines that the student is highly unlikely to achieve proficiency on the grade-level content standards within the year the test is administered, even with specially designed instruction.

State	Specifications and Descriptions
Minnesota (continued)	**Previous performance on state assessment:** The student demonstrates persistent low performance as defined by performance at the lowest achievement level on the MCA (Does Not Meet the Standards) for the past 2 years; or the student meets or exceeds the standards on the MTAS and the IEP team determines that the student is most appropriately assessed with the MCA-Modified. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The careful use of this document will help IEP teams ensure that participation decisions are not made based on the following factors: language, social, cultural, or economic differences. **Receives accommodations during classroom instruction:** Appropriate accommodations, such as assistive technology, are provided as needed on evaluations of classroom performance, and the student's accommodation needs are carefully considered before the IEP team makes a determination that the student is not likely to achieve proficiency on grade-level content standards. **Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS:** Does the student meet the participation criteria for the MTAS? (Yes/No). **Cannot demonstrate knowledge on regular assessment even with provision of accommodations:** If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of the MCA-Modified or the MTAS. **Other:** IEP teams must first consider student participation in the MCA, with or without accommodations, before considering student participation in an alternate assessment; glossary of frequently used terminology; accommodations; access; adequate yearly progress; appropriate instruction; assistive technology; curriculum-based measures; disability category; explicit and intensive instruction; extended standards; extensive supports; general education curriculum; grade-level content standards; multiple environments; persistently low performance; proficiency; placement; significantly below age expectations; specialized curriculum; standards-based IEP; validity.

State	Specifications and Descriptions
North Carolina	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP. **Learning grade-level content:** It is the expectation that all students who participate in NCEXTEND2 EOGs are receiving instruction in the grade-level North Carolina *Standard Course of Study* (SCS) for the subject(s) in which the students are being assessed. **Previous performance on multiple measures:** The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement). **IEP includes goals based on grade-level content standards:** The student's IEP must include goals that are based on grade-level content standards and provide for monitoring of student's progress in achieving those goals. **Other:** The student does not have a current 504 plan; the student, if identified as limited English proficient (LEP), must also have a current IEP; the nature of the student's disability may require assessments that are different in design; students eligible to take assessments based on modified academic achievement standards may be in any of the 13 disability categories listed in the IDEA. The decision to assess a student based on modified achievement standards must be reviewed annually as part of the IEP process.
North Dakota	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** Has persistent learning difficulties that prohibit him/her from making grade-level achievement in one year. **Previous performance on multiple measures:** Other data that supports the need for "modified achievement standards" such as performance on achievement tests, classroom tests, and other pertinent information. **IEP includes goals based on grade-level content standards:** IEP goals (based on grade-level content standards) are required, objectives are recommended; it is required that students that participate in the NDAA2 have standards-based IEP's (at the appropriate grade-level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of Math, Reading, Language Arts, and Science at the grade-levels assessed. **Receives specialized/individualized instruction:** Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills? (Yes/No).

State	Specifications and Descriptions
North Dakota (continued)	**Receives accommodations during classroom instruction:** Does the student require accommodations in order to successfully access the general education curriculum and/or daily assessments? (Yes/No). **Cannot demonstrate knowledge on regular assessment even with provision of accommodations:** The student's curriculum is so individualized that the general assessment (NDSA) will not reflect what the student is being taught (even with accommodations). **Other:** The student participates in the general education curriculum with ongoing supports and services from special education.
Ohio	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** The IEP team must determine that the student will not meet proficiency on the grade-level academic content standards within the year the test is administered even with intensive interventions. Documentation of multiple valid and reliable measures substantiates this decision and should be available for state review as requested. Curriculum-based measurement could be one example of measurement results collected consistently and over time. **Learning grade-level content:** Students have access to grade-level instruction but may demonstrate the following: inadequate mastery of necessary pre-requisite skills, a need for individualized pace, more intensity, or different instructional strategies; instruction must be adjusted to include grade-level content before student may participate in the AA-MAS; until this condition is met, student participates in the general education assessment, with or without accommodations. **Previous performance on multiple measures:** Before student may participate in AA-MAS, multiple valid measures of student's progress over time must document that student will not achieve grade-level proficiency; until this condition is met, student participates in the general education assessment with or without accommodations. **IEP includes goals based on grade-level content standards:** IEP team must develop annual goals based on academic content standards for student's enrolled grade (Standards-based IEP); a standards-based IEP is required before student may participate in the AA-MAS; until this condition is met, student participates in the general assessment, with or without accommodations. **Previous performance on state assessment:** Students must be persistently low performing as defined by the following: the lowest performance level for the past 2 years on the statewide general education achievement tests.

State	Specifications and Descriptions
Ohio (continued)	**Cannot demonstrate knowledge on regular assessment even with provision of accommodations:** IEP teams shall clearly establish that, even with allowable and appropriate accommodations on the general assessment, students cannot demonstrate their achievement on the full range of the academic content standards; students may still be eligible for the AA-MAS even if they demonstrate some proficiency on grade-level content using instructional accommodations and/or modifications. **Other:** Evaluations of classroom performance must first exhaust all appropriate accommodations to determine the student cannot achieve proficiency on the grade-level standards; student may demonstrate top performance on the statewide AA-AAS to meet eligibility requirements for the AA-MAS in a specific content area. IEP must also determine that the student can adequately demonstrate achievement on the AA-MAS and should participate in the AA-MAS; students must demonstrate one or more of the following characteristics during instruction and/or testing: lack of focused attention; lack of sustained attention; presence of processing/generalizing problems, including planning; and/or poor working (short term) memory.
Oklahoma	**Previous performance on multiple measures:** The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including: previous performance on state assessments; other assessments that document academic achievement; and student's progress, to date, in response to appropriate instruction. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The student's difficulty with regular curriculum demands is primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors. **Receives accommodations during classroom instruction:** Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum. **Receives or has received research-based interventions:** The student received evidence-based response to intervention and continues to progress below grade-level achievement based on classroom assessments or other valid measures. **Receives high-quality instruction:** The IEP team is reasonably certain that the student, even if he or she is receiving access to grade-level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.

State	Specifications and Descriptions
Oklahoma (continued)	**Other:** The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) shall not be based on the amount of time the student receives in special education, or the fact that the academic achievement of the student is significantly below his/her same age peers; the student's disability results in substantial academic difficulties; the student's IEP reflects curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards; scoring satisfactory on the previous year's OMAAP does not preclude a student from participating in the OMAAP for the current year. When OCCT scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify students.
Pennsylvania	**Learning grade-level content:** All students should have the opportunity to learn grade-level academic content. Evidence for opportunity to learn includes: attendance data (the student must have been present for instruction); grade-level standards-aligned IEP goals; instructional accommodations and/or modifications; or intensive research-based interventions. **Previous performance on multiple measures:** Students considered for the PSSA-M have established patterns of significantly low performance on multiple valid measures that indicates that even if significant growth occurs, achievement of grade-level proficiency is unlikely. **IEP includes goals based on grade-level content standards:** All students considered for the PSSA-M must have a grade-level standards-aligned IEP that clearly documents that the student requires significant instructional accommodations and/or modifications to successfully access grade-level content; potential evidence in applicable subject area: standards-aligned IEP goals. **Receives specialized/individualized instruction:** Students eligible to take the PSSA-M should demonstrate a disability that precludes grade-level proficiency despite intensive intervention/instruction; specially designed instruction (SDI) documentation. **Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS:** Ineligible for the PASA; students considered for the PSSA-M do not have significant cognitive disabilities and should not be held to alternate achievement standards. **Receives or has received research-based interventions:** Students considered for the PSSA-M have persistent academic difficulties despite having received intensive research-based interventions. **Other:** Recommendations for assessment assignment occur yearly. The decision about which statewide accountability assessment the student will take rests solely with the IEP team. Students with disabilities must participate in the statewide accountability assessment but assignment to the assessment may change from year to year, based on the student's past performance and IEP team decisions; there are consequences for the school or district when IEP teams assign students to an alternate assessment; academic achievement and progress of all students should be closely monitored.

State	Specifications and Descriptions
Tennessee	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** The IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction specifically designed to address the student's individual needs, including special education and related services, he or she is not likely to achieve grade-level proficiency in the year covered by the IEP; the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency. **Learning grade-level content:** The IEP must reflect access to grade-level curriculum. **Previous performance on multiple measures:** There should be evidence that the student's disability currently prevents reaching grade-level proficiency. This means that the IEP team must look at data from multiple, valid measures of the student's progress over time which includes objective evidence of the effect of the disability on grade-level proficiency, progress to date in response to appropriate instruction, and progress toward meeting the annual goals based on grade-level academic standards. **IEP includes goals based on grade-level content**: The IEP must document annual goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards; the IEP reflects curriculum and daily instruction that focuses on standards-based goals in the content area(s) in which the MAAS will be taken. **Not based on disability category label:** Eligible students may have a disability in any of the Federal disability categories. Note: the category Functionally Delayed is a State category, but a student cannot be excluded from participation in this assessment based on category of disability. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency. **Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS:** Student's Instruction and IEP goals are aligned with Alternate Curriculum Standards. (Yes/No); if student does not qualify for 1% Alternate Assessment, then IEP team should align instruction and IEP goals to on-grade-level curriculum standards; the student is not eligible for TCAP-Alt PA. **Not determined administratively:** The decision for TCAP MAAS participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores.

State	Specifications and Descriptions
Tennessee (continued)	**Other:** Functionally Delayed is not an IDEA recognized disability. A student whose primary disability is Functionally Delayed participates in TCAP MAAS, his/her scores will be considered non-proficient and he or she will be considered a non-participant for AYP purposes; the IEP team should consider whether or not the student may participate in the standard assessment with appropriate accommodations, and that these options have been exhausted.
Texas	**Previous performance on multiple measures:** Multiple valid measures of evidence may include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests. **Receives accommodations during classroom instruction:** The student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS). Modifications are practices and procedures that change the nature of the task or target skill while accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce learning expectations. **Other:** Meets some but not all of the participation criteria of TAKS-Alternate (TAKS-Alt); an example of a student who meets some but not all of the participation criteria of TAKS–Alt may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level skills; requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS; the student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAKS-M; this may include, but is not limited to, reduced number of items and answer choices or simpler vocabulary and sentence structure.

State	Specifications and Descriptions
Virginia	**Not progressing at rate expected to reach grade-level proficiency within school year covered by IEP:** Despite provision of research-based interventions, the student is not progressing at the rate expected for grade-level. **Learning grade-level content:** Students participating in the Virginia Modified Achievement Standards Test (VMAST) are expected to learn grade-level content; however, they may require additional time and a variety of instructional and assessment supports. **Receives specialized/individualized instruction:** Requires intensive differentiated instruction; requires intensive individualized supports; requires increased frequency and duration of instruction and practice, and differentiated classroom assessments. **Not due to excessive absences, social, cultural, language, economic, or environmental factors:** The VMAST eligibility decision may not result primarily from: any specific categorical label (e.g., disability, ethnicity, gender, social, cultural, economic status, ESL); excessive or extended absence. **Other:** Student's ability precludes him or her from achieving and progressing commensurate with grade-level expectations; student's daily instructional and assessment modifications are clearly documented; classroom assessment: does the student need modified classroom assessments in order to demonstrate knowledge of grade-level content? Requires differentiated classroom assessments, accommodations alone do not allow student to fully demonstrate knowledge; consistently requires remedial instruction to access grade-level content; given appropriate supports and tools the student can access and demonstrate mastery of grade-level content against achievement expectations that are less difficult than required for proficiency on the standards of learning (SOL). The VMAST eligibility decision may not result primarily from: belief that the student may fail the test, belief that the experience will be too stressful for the student, student behavior that prohibits testing in a group, and students not mastering all of the curricula covered on the grades 3 through 8 SOL assessments.

Appendix B

State Documents Used in Analysis

Table B.1: State Documents Used in Analysis of States' Criteria for Participation in an Alternate Assessment based on Modified Academic Achievement Standards.

California	**California Department of Education** (March, 2009). *CMA Participation Criteria and Definition of Terms*. Retrieved on November 2, 2010 from http://www.cde.ca.gov/ta/tg/sr/particip criteria.asp. **California Department of Education.** (August, 2009). *CMA Participation Criteria for Science*. Retrieved on November 2, 2010 from http://www.cde.ca.gov/ta/tg/sr/particip crisci.asp.
Connecticut	**Connecticut State Department of Education.** (January, 2009). *CMT/CAPT (Modified Assessment System—MAS) PPT Eligibility Worksheet.* Retrieved on November 2, 2010 from http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/MAS_eligibility_worksheet.pdf **Connecticut State Department of Education.** (September, 2010). *Connecticut Mastery Test Modified Assessment System (CMT MAS) & Connecticut Academic Performance Test Modified Assessment System (CAPT MAS* (Pages 1-3, 7*).* Retrieved on November 2, 2010 from http://www.csde.state.ct.us/public/cedar/assessment/mas/resources/Connecticut's%20CMT-CAPT%20MAS%20IEP%20Team%20Guidance%20FINAL.pdf **Connecticut State Department of Education.** (September, 2010). *Connecticut Alternate Assessment- CMT/CAPT (Modified Assessment System—MAS) & Skills Checklist Participation for Students with Disabilities: IEP Team Decision Flowchart.* Retrieved on November 2, 2010 from http://www.csde.state.ct.us/public/cedar/assessment/mas/resources/Connecticut's%20CMT-CAPT%20MAS%20IEP%20Team%20Guidance%20FINAL.pdf
Georgia	**Georgia Department of Education.** (September, 2010). *Participation Guidelines for the CRCT-M.* Retrieved on November 8, 2010 from http://www.doe.k12.ga.us/DMGetDocument.aspx/Georgia%20CRCTM%20Eligibility_FINAL.pdf?p=6CC6799F8C1371F6FCA0BE8C325C7082BE215DADA65A68D9CD8B56405FF92AC9&Type=D
Indiana	**Indiana Department of Education.** (April, 2010). *Criteria for Determining Participation in the Indiana Achievement Standards Test (IMAST) in lieu of the General Education Assessment.* Retrieved on November 2, 2010 from http://www.doe.in.gov/assessment/docs/IMAST_Criteria.pdf.
Kansas	**Kansas State Department of Education.** (July, 2009). *Questions about the 2009-2010 Kansas Assessment of Modified Measures (KAMM).* Retrieved on November 2, 2010 from http://www.ksde.org/LinkClick.aspx?fileticket=mXWLVpjvFI%3d&tabid=2371&mid=8892 **Kansas State Department of Education.** (July, 2009). *Statewide Assessments Participation for Students with Disabilities: IEP Team Decision Flowchart.* Retrieved on November 2, 2010 from http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2371&mid=8885.

Kansas (continued)	**Kansas State Department of Education.** (July, 2009). *KAMM Eligibility Criteria.* Retrieved on November 2, 2010 from http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2371&mid=8885. **Kansas State Department of Education.** (August, 2010). *Questions and Answers: Kansas Assessment of Modified Measures (KAMM): Eligibility Criteria and Standard-based Individualized Education Program (IEP) Goals.* Retrieved on November 2, 2010 from http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2371&mid=8885
Louisiana	**Louisiana Department of Education.** (November, 2009). *LEAP Alternate Assessment, Level 2 (LAA 2) Participation Criteria: Guidance for the Participation Requirements for LAA2.* Retrieved on November 2, 2010 from http://doe.louisiana.gov/lde/uploads/7992.pdf **Louisiana Department of Education.** (November, 2009). *LEAP Alternate Assessment, Level 2 (LAA 2) Participation Criteria for Grades 4-11.* Retrieved on November 2, 2010 from http://doe.louisiana.gov/lde/uploads/7992.pdf
Maryland	**Maryland State Department of Education.** (June, 2008). *Criteria for Identifying Students with Disabilities for Participation in a Mod-MSA.* Retrieved on November 2, 2010 from http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F276AC40BAA702E1CF92BE3B1D/17109/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf **Maryland State Department of Education.** (June, 2008). *Mod-MSA: Appendix A: IEP Decision-Making Process Eligibility Tool.* Retrieved on November 2, 2010 from http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F276AC40BAA702E1CF92BE3B1D/17114/ModMSAAppendixAIEPTeamDecisionMakingProcessEligibi.pdf **Maryland State Department of Education.** (June, 2008). *Criteria for Identifying Students with Disabilities for Participation in a Mod-HAS.* Retrieved on November 2, 2010 from http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F276A40BAA702E1CF92BE3B1D/17110/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf **Maryland State Department of Education.** (June, 2008). *Mod-HSA: Appendix B: IEP Team Decision-Making Process Eligibility Tool.* Retrieved on November 2, 2010 from http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F276AC40BAA702E1CF92BE3B1D/17116/ModHSAAppendixBIEPTeamDecisionMakingProcessEligibi.pdf
Michigan	**Michigan Department of Education.** (March, 2009). *MEAP-Access Eligibility Criteria and Guidelines for Participation.* Retrieved on November 2, 2010 from http://michigan.gov/documents/mde/MEAP-Access_Eligiblity_Criteria_and_ Guidelines_030209_273134_7.pdf
Minnesota	**Minnesota Department of Education.** (October, 2010). *Alternate Assessment Eligibility Requirements.* Retrieved on November 2, 2010 from http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/Alternate/index.html **Minnesota Department of Education.** (October, 2010). *FAQs About the New MCAs for 2011: Mathematics MCA-III and Reading and Mathematics MCA-Modified.* Retrieved on November 2, 2010 from http://education.state.mn.us/mdeprod/groups/Assessment/documents/FAQ/018793.pdf

North Carolina	**North Carolina Department of Public Instruction.** (July, 2007). *North Carolina Testing Program: North Carolina Alternate Assessment System NCEXTEND2 EOG Eligibility Criteria.* Retrieved on November 2, 2010 from http://www.ncpublicschools.org/docs/accountability/policyoperations/ncextend2eligibilitycriteria.pdf.pdf **North Carolina Department of Public Instruction.** (July, 2010). *North Carolina Testing Program Assessment Options Grades 3-8.* Retrieved on November 2, 2010 from http://www.ncpublicschools.org/docs/accountability/1011assessoptions38.pdf **North Carolina Department of Public Instruction.** (July, 2010). *North Carolina Testing Program Assessment Options Grades 9-12.* Retrieved on November 2, 2010 from http://www.ncpublicschools.org/docs/accountability/1011assessoptions912.pdf
North Dakota[1]	**North Dakota Department of Public Instruction.** (August, 2010). *North Dakota Alternate Assessment 2 2010-11 Test Directions Manual* (Pages 1-11). Retrieved on November 2, 2010 from http://www.dpi.state.nd.us/speced/resource/alternate/NDAA2_Test_Directions_Manual.pdf **North Dakota Department of Public Instruction.** (October, 2009). *Assessment Flowchart for IEP Team Decisions.* Retrieved November 2, 2010 from http://www.dpi.state.nd.us/speced/resource/alternate/IEPflowchart.pdf **North Dakota Department of Public Instruction.** (September, 2010). *NDAA1 and NDAA2 Side-by-Side Comparison*. Retrieved November 2, 2010 from http://www.dpi.state.nd.us/speced/resource/alternate/side_by_side.pdf
Ohio	**Ohio Department of Education.** (January, 2009). *Eligibility Guidelines Assessment Based on Modified Achievement Standards (AA-MAS).* Retrieved November 2, 2010 from http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=62031 **Ohio Department of Education.** (October, 2008)**.** *Eligibility Guidelines for Modified Assessment Based on Modified Achievement Standards.* Retrieved November 2, 2010 from http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=62033
Oklahoma	**Oklahoma State Department of Education.** (September, 2008). *Criteria Checklist for Assessing Students with Disabilities on State Assessments.* Retrieved on November 2, 2010 from http://www.sde.state.ok.us/AcctAssess/pdf/OMAAP/Criteria_Check.pdf
Pennsylvania	**Pennsylvania Department of Education.** (June, 2010). *Guidelines for IEP Teams: Assigning Students with IEPs to State Tests (ASIST).* Retrieved on November 2, 2010 from http://www.portal.state.pa.us/portal/server.pt/community/special_education/7465/assessment/607491 **Pennsylvania Department of Education.** (June, 2010). *Guidelines for IEP Teams: IEP Revision Process for Students Taking the PSSA-M.* Retrieved November 2, 2010 from http://www.portal.state.pa.us/portal/server.pt/community/special_education/7465/assessment/607491 **Pennsylvania Department of Education.** (n.d.). *2011 PSSA-M Eligibility Criteria* [Webinar]. Retrieved on November 1, 2010 from http://www.pattan.net/file/cc/20'10/pssa_m_2011.asx

Tennessee	**Tennessee Department of Education.** (August, 2010). E*ligibility Guidelines for Participation in TCAP MAAS.* Retrieved on November 2, 2010 from http://www.state.tn.us/education/assessment/doc/MAAS_Eligibility_Criteria.pdf **Tennessee Department of Education.** (July, 2010). *Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart.* Retrieved on November 2, 2010 from http://www.state.tn.us/education/assessment/doc/MAAS_flowchart.pdf **Tennessee Department of Education.** (March, 2009). *Tennessee's Statewide Assessment based on Modified Academic Achievement Standards - TCAP-MAAS: Parent and School Initial Guidance.* Retrieved on November 2, 2010 from http://state.tn.us/education/assessment/doc/MAAS_initial_guid_explan.pdf
Texas[2]	**Texas Education Agency.** (September, 2010). *ARD Committee Decision-Making Process for the Texas Assessment Program: Revised Reference Manual for the 2010-2011 Testing Year* (Pages i-ii, 10-23, and 28-32). Retrieved on November 2, 2010 from http://ritter.tea.state.tx.us/student.assessment/resources/ard/ard_manual.pdf **Texas Education Agency.** (September, 2009). *Texas Assessment of Knowledge and Skills-Modified (TAKS-M): Participation Requirements for TAKS-M.* Retrieved on November 2, 2010 from http://ritter.tea.state.tx.us/student.assessment/resources/taksm/participationreq.pdf **Texas Education Agency.** (September, 2009). *Texas Assessment of Knowledge and Skills-Modified (TAKS-M): Descriptors for the Participation Requirements for TAKS-M.* Retrieved on November 2, 2010 from http://ritter.tea.state.tx.us/student.assessment/resources/taksm/participationreq_descriptors.pdf[2] **Texas Education Agency.** (September, 2009). *Texas Assessment of Knowledge and Skills-Alternate (TAKS-ALT): Participation Requirements for TAKS-ALT.* Retrieved on November 2, 2010 from http://ritter.tea.state.tx.us/student.assessment/special-ed/taksalt/PartReq.pdf
Virginia	**Virginia Department of Education.** (March, 2010). *Virginia Modified Achievement Test (VMAST) Participation Criteria.* Retrieved on November 2, 2010 from http://www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_stds_test/vmast_participation_criteria.pdf

[1] The *Assessment Flowchart for IEP Team Decisions* and *NDAA1 and NDAA2 Side-by-Side Comparison* are separate documents but are also included in the *North Dakota Alternate Assessment 2 2010-11 Test Directions Manual.*

[2] The *Texas Assessment of Knowledge and Skills-Modified (TAKS-M): Participation Requirements for TAKS-M, Texas Assessment of Knowledge and Skills-Modified (TAKS-M): Descriptors for the Participation Requirements for TAKS-M,* and *Texas Assessment of Knowledge and Skills-Alternate (TAKS-ALT): Participation Requirements for TAKS-ALT* are all separate documents but are also included in the *ARD Committee Decision-Making Process for the Texas Assessment Program.*

Appendix C

Compilation of States' Participation Guidelines

CALIFORNIA

CMA Participation Criteria and Definition of Terms

California Modified Assessment Participation Criteria and Definition of Terms.

California Modified Assessment Participation Criteria

These criteria for guiding individualized education program (IEP) teams in making decisions about which students with disabilities should participate in the California Modified Assessment (CMA) are based, in part, on Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged.

1. Previous Participation

CST

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

CAPA

Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA.

The student shall have taken the CAPA Level 2–5 in two previous years and received a performance level of either Proficient or Advanced

Note: The student shall not be allowed to take both the CAPA and CMA. Students shall take either:

– CAPA in all subject areas;

– CST in all subject areas;

– CMA in all subject areas; or

– a combination of CST and CMA in the subject areas being assessed.

2. Progress Based On Multiple Measures and Objective Evidence

The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by such objective evidence as the student's performance on the CST and other assessments that can validly document academic achievement within the year covered by the student's IEP plan. The determination of the student's progress must be based on multiple measurements, over a period of time that are valid for the subjects being assessed.

The student will not receive a proficient score on the CST (even with provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress)

3. Response To Appropriate Instruction

The student's progress to date in response to appropriate grade- level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the student is enrolled
The student's IEP plan includes grade-level California content standards-based goals and support in the classroom for a subject or subjects assessed by the CMA.
The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled
The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention

4. High School Diploma

The student who takes alternate assessments based on modified academic achievement standards is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.

Note: Students must continue to meet the California High School Exit Examination (CAHSEE) requirement in order to receive a diploma from a California public high school.

5. Parents Are Informed

Parents of the students selected to be assessed with the CMA are informed that their child's achievement will be measured based on modified achievement standards.

Note: The test, while based on grade level content, is less rigorous than the CST.

California Modified Assessment Additional Decision Making Considerations for CMA

1. The decision to participate in the CMA is *not* based on the amount of time the student is receiving special education services.
2. The decision to participate in the CMA is *not* based on excessive or extended absences.
3. The decision to participate in the CMA is *not* based on language, culture, or economic differences.
4. The decision to participate in the CMA is *not* based solely on the student's disability (i.e., deafness/blindness, visual, auditory and or motor disabilities) but rather the student's inability to appropriately demonstrate his or her knowledge on the California content standards through the CST.
5. The decision to use the CMA *is* an IEP team decision based on student needs.

California Modified Assessment Definition of Terms

CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CDE developed CAPA to comply with the requirements of the No Child Left Behind Act of 2001. CAPA links directly to the California academic content standards at each grade level and accurately reflects the portions of the content standards from Kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. The CMA has been developed to provide more access so students can better demonstrate their knowledge of the California content standards. The CDE developed CMA to comply with the flexibility offered through the provisions of the No Child Left Behind Act of 2001.

CST in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven

English-language arts tests, all questions are multiple-choice. These tests were developed specifically to assess students' knowledge of the California content standards.

California content standards were adopted by the State Board of Education and specify what all California children are expected to know and be able to do in each grade or course.

Goals are those written by the IEP team, while not inclusive, for reading, writing, and mathematics and may include support for those areas in additional courses or study.

Grade-level proficiency refers to the student's level of knowledge and degree of mastery of the California Content Standards for the subjects being assessed. This grade-level proficiency should not be confused with the STAR Performance Levels as reported on the STAR student report

Objective evidence is the most recent data available for the student's performance on the California Standards Test (CST), CAPA, or CMA and locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

Modified academic achievement standards are used to measure the students achievement on the California Modified Assessment; are aligned to the California content standards, but less difficult than the grade-level academic achievement standards; and are developed through a validated standard setting process.

Multiple Measures are various assessments and/or instruments, including STAR program assessments, as well as locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

Valid refers to the degree to which evidence and theory support the intended purpose of the test and the interpretation of test scores for the subjects being assessed.

Accessed Sept. 7 2010, last reviewed: March 30 2009

CMA Participation Criteria for Science

California Modified Assessment Participation Criteria for Science.

In November 2007, the State Board of Education (SBE) adopted the California Modified Assessment (CMA) Participation Criteria. The CMA Participation Criteria provides individualized education program (IEP) teams the necessary criteria to make decisions about which students should participate in the CMA and are based, in part, on Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged.

CMA Participation Criteria Section 1. Previous Participation of the SBE-approved participation criteria states:

1. Previous Participation

CST

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

CAPA

Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA.

The student shall have taken the CAPA Level 2–5 in two previous years and received a performance level of either Proficient or Advanced

Note: The student shall not be allowed to take both the CAPA and CMA. Students shall take either:

– CAPA in all subject areas;

– CST in all subject areas;

– CMA in all subject areas; or

– a combination of CST and CMA in the subject areas being assessed.

Since the science assessments are not given prior to grade five, a student may fill the first participation criterion if the student:

has taken the California Standards Test (CST) in a previous year, and

scored Below Basic or Far Below Basic in English-language arts (ELA) or mathematics, and may have taken the CST with accommodations and/or modifications.

CMA Participation Criteria Section 3. Response to Appropriate Instruction of the SBE-approved participation criteria states:

3. **Response To Appropriate Instruction**

The student's progress to date in response to appropriate grade- level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the student is enrolled.
The student's IEP plan includes grade-level California content standards-based goals and support in the classroom for a subject or subjects assessed by the CMA.
The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled.
The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention.

The participation criteria requirement (above) that an IEP include "grade-level California content standards-based goals and supports in the classroom for a subject or subjects assessed by the CMA" has caused confusion for IEP teams.

Traditionally, IEP goals address English-language arts, math, and prerequisite skills. Other content areas are usually addressed by related goals, supports and related services. Science for example, might be addressed by having a goal for vocabulary development that can support the student learning science vocabulary, and in the science classroom, can aid the student in gaining access to the science curriculum.

Last Reviewed: Tuesday, August 18, 2009

CONNECTICUT

CMT/CAPT (Modified Assessment System—MAS) PPT Eligibility Worksheet

This form is filled out during a student's PPT meeting to guide determination of the student's eligibility for the CMT/CAPT (Modified Assessment System—MAS).

1. Does the student receive special education services with an active IEP?

 Yes ☐ **No** ☐

2. Does objective evidence show with reasonable certainty that the student will *not* make grade-level proficiency in math and/or reading this year?

 Math: Yes ☐ **No** ☐ **Reading: Yes** ☐ **No** ☐

3. Is the student unable to reach grade level proficiency *due to his or her disability* and not due to lack of accommodations and modifications, lack of instruction, or other factors?

 a. Appropriate accommodations have been provided in the classroom and for state/district assessments **OR** evidence is provided that the student would not make proficiency on the CMT or CAPT even with the provision of accommodations.

 Math: Yes ☐ **No** ☐ **Reading: Yes** ☐ **No** ☐

 b. The student's IEP includes goals that are based on the academic content standards for the grade in which the student is enrolled **AND** he or she is receiving instruction in grade level content.

 Math: Yes ☐ **No** ☐ **Reading: Yes** ☐ **No** ☐

 c. The student's inability to reach proficiency is *not* due to excessive absences unrelated to his or her disability, or to social, cultural, environmental, or economic factors.

 Math: Yes ☐ **No** ☐ **Reading: Yes** ☐ **No** ☐

Based on the decision made at the PPT meeting, this student will take the CMT/CAPT (MAS) in:

Math: ☐
(Only if the answer to Question 1 AND ALL answers pertaining to Math in Questions 2 and 3 are "Yes".)

Reading: ☐
(Only if the answer to Question 1 AND ALL answers pertaining to Reading in Questions 2 and 3 are "Yes".)

Name of Student: _____ Date of Birth: _____

SASID: _____ Grade the student will be in when the test is taken: ____

PPT Date: _____ PPT Administrator/Designee: _____

This information must be entered on the accommodation website to register a student to take the CMT (MAS) or CAPT (MAS). https://solutions.emetric.net/TAForm/

CMT/CAPT (MAS) FAQs

Q. **In summary, which students are eligible?**
A. Special education students whose active IEP goals reflect instruction based on grade-level academic content standards, but whose disability precludes them from making enough progress to achieve grade-level proficiency in the year the assessment is given.

Q. **Who decides eligibility and how often?**
A. The Planning and Placement Team (PPT) decides for each individual student on a yearly basis.

Q. **Is an English Language Learner or student with a 504 plan eligible?**
A. Not unless he or she is also receiving special education services with an active IEP.

Q. **Is eligibility restricted to students with certain disabilities?**
A. No. A student receiving special education services under any of the IDEA disability categories is eligible as long as the other criteria are met.

Q. **What objective evidence is needed to show that the student will not make grade-level proficiency in math or reading this year?**
A. The evidence must be from multiple, valid measures and can include data from state and district-wide assessments, classroom formative assessments and other information that indicates the current level of proficiency and the rate of progress. The latter is important in helping the PPT project that the student will not make proficiency this year, even with continued progress.

Q. **Can a student receive accommodations on the CMT/CAPT (MAS)?**
A. Yes. Accommodations are determined by the PPT and registered online in the same manner as the standard CMT or CAPT. CMT (MAS) and CAPT (MAS) accommodation forms are available on the CSDE website.

Q. **Are assessment accommodations a requirement for eligibility?**
A. No. However, if the student has not been given appropriate assessment accommodations in the past, the PPT must decide that the student would not make proficiency this year on the standard CMT or CAPT even with appropriate accommodations. In other words, the PPT must decide that the student is not making proficiency *due to his or her disability*, not due to lack of accommodations.

Q. **What are academic *content* standards as opposed to academic *achievement* standards?**
A. *Academic content standards* are statements of the knowledge and skills that schools are expected to teach and students are expected to learn. *Academic achievement standards* are explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills reflected in the content standards. One of the eligibility criteria for the MAS is instruction based on grade-level academic *content* standards.

Q. **What are IEP goals "based on the academic content standards for the grade in which the student is enrolled"?**
A. These are IEP goals developed using grade-level academic content standards as a starting point. The student's present levels of performance are assessed, strengths and needs are considered, and measurable and attainable objectives are developed that describe meaningful progress toward achieving proficiency in the targeted content standards.

Q. **What tests are included in the CMT (MAS) and CAPT (MAS)?**
A. Only the math and reading tests are currently offered as part of the MAS. Students assessed with the MAS in math and/or reading must still take the standard CMT or CAPT tests in all other subject areas.

Q. **Is it true that only 2% of the students in the district can be assessed with the MAS?**
A. No. Only 2% of the students who are assessed with the MAS **AND** score at the proficiency level or above can be counted toward Adequate Yearly Progress (AYP) under No Child Left Behind. However, eligibility for the MAS is determined on an individual basis and it is *inappropriate* to make that determination based on how many other students in the district are eligible.

Q. **Is a student who takes the CAPT (MAS) still eligible for a high school diploma?**
A. Yes. Students assessed with the CAPT (MAS) cannot be precluded from attempting to complete graduation requirements and thereby earning a high school diploma.

Connecticut Mastery Test Modified Assessment System (CMT MAS) &
Connecticut Academic Performance Test Modified Assessment System (CAPT MAS)

IEP Team Guidance

In April 2007, the U.S. Department of Education announced an option for states to develop and administer an alternate, statewide assessment based on modified academic achievement standards for students with disabilities. In Connecticut, this assessment is known as the Connecticut Mastery Test Modified Assessment System (CMT MAS) or the Connecticut Academic Performance Test Modified Assessment System (CAPT MAS). The CMT/CAPT MAS is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CMT or CAPT, even with appropriate accommodations. Considered as a group, these students could perform significantly better if the statewide assessment was modified in ways that legitimately makes the assessment more accessible and instructionally meaningful. Students who have an individualized education program (IEP) are selected to participate in the CMT MAS or CAPT MAS by their IEP Team (known in Connecticut as the Planning and Placement Team or PPT). Students may be assessed with the CMT MAS or CAPT MAS in reading and/or mathematics. The CMT MAS and CAPT MAS, then, are designed to measure grade-level, academic content standards but with modifications, such as more accessible presentation of text and embedded scaffolding within questions.

Who is eligible to take the CMT/CAPT MAS?

1. Students with a disability who are on an active IEP are eligible to take the CMT/CAPT MAS. Students who are not on an IEP are not eligible for the MAS, such as those only on a 504 plan or English language learners (ELL) who do not receive special education services.

2. Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment or other health impairment.

3. It is the responsibility of the IEP team to determine whether an individual student with a disability should be assessed with the CMT MAS or the CAPT MAS based on evidence that supports the eligibility criteria.

4. Students placed in state-approved, private special education schools/facilities, residential, hospital or homebound placements are eligible to take the CMT/CAPT MAS based on the decision of the IEP team.

5. Students must have standards-based IEP goals in the subject in which they will be taking the MAS.

What must the IEP Team consider in determining whether a student should take the CMT/CAPT MAS?

1. There should be evidence that the student's disability currently prevents him or her from reaching **grade-level proficiency. This means the IEP team must look at data from multiple, valid measures of the student's progress over time.** Such examples may include, but are not limited to, how a student scored on statewide assessments in the past, as well as how he or she scored on district-, school-, or grade-level assessments. The disability category alone does not make a student eligible to take the CMT/CAPT MAS.

2. The IEP team must be reasonably certain that while the student may make significant progress and is receiving appropriate instruction, including special education and related services that are specifically designed to address the student's individual needs, he/she is not likely to achieve grade-level proficiency in the year covered by the IEP.

3. The IEP team must be reasonably certain that the student's difficulty with regular curriculum demands is primarily due to his or her disability and not due to excessive absences unrelated to the disability, or to social, cultural, environmental or economic factors.

4. The IEP team should first consider the student's participation in the standard CMT/CAPT with appropriate accommodations. This expectation should include a thorough exploration into the variety of accommodations available, including assistive technology. When the IEP team is reasonably certain that all appropriate accommodations have been provided and the student is not likely to achieve grade-level proficiency, then the CMT/CAPT MAS may be considered.

What is required to ensure the student's IEP is appropriate and supports participation in the CMT/CAPT MAS?

1. The IEP reflects curriculum and daily instruction that focuses on standards-based goals in the areas of math and/or language arts. The IEP must document goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards.

2. The IEP reflects how the student's progress in achieving standards-based goals is to be documented and monitored.

3. Participation in the CMT/CAPT MAS must be an IEP team decision. Since parents/guardians are a part of the IEP team, they must be part of the decision-making process. Additionally, they must be fully informed that their child's progress will be measured based on modified achievement standards and must be informed of any additional considerations or consequences related to this assessment. Documentation of prior written notice, as well as the IEP page that addresses statewide assessments, support these requirements.

4. Students who take the CMT/CAPT MAS are not precluded from attempting to complete the requirements for a regular high school diploma. Students in Grades 11 and 12 who are retaking mathematics and/or reading may qualify for the MAS.

What considerations associated with the MAS should be shared with IEP Team members?

1. Students assessed with the MAS, like other students, need to demonstrate that they meet the admissions criteria when applying for admission to the Connecticut Technical High Schools.

2. Students assessed with the MAS will need to meet district graduation requirements, which may include additional school programs, services or assessments.

3. Students assessed with the MAS who are also identified as English language learners must use established MAS performance standards to exit programs of English language instruction. These are available at the Web site listed below:

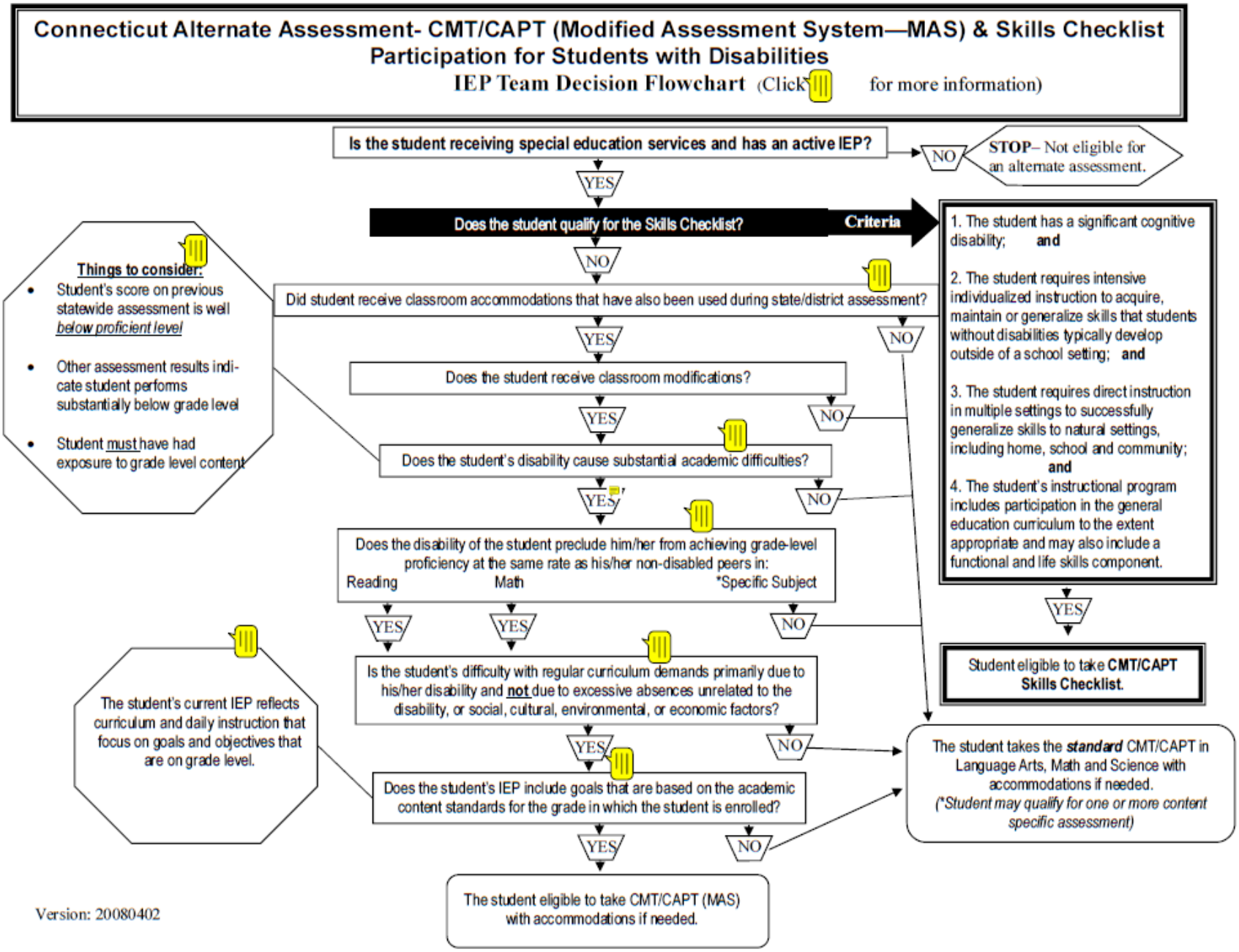
 http://www.csde.state.ct.us/public/cedar/assessment/ell/index.htm

What are the standards for the modified test?

The MAS test is constructed to reflect grade-level curriculum. Items, though, are generally more accessible for these students than many of the items on the census test. The standards on the MAS test have been developed through a formal standard-setting process. Any student taking the MAS test will be judged against these established standards. Their performance will identify them as being in one of three distinct performance level categories. These are Basic, Proficient and Goal. Both Proficient and Goal performance levels count toward district calculations for Adequate Yearly Progress (AYP) in accordance with federal guidelines.

What are the similarities and differences between the CMT, the CMT MAS, the CAPT and the CAPT MAS?

The CMT, the CMT MAS, the CAPT and the CAPT MAS are aligned to Connecticut's grade-level content standards. The MAS incorporates many modifications that represent principles of universal design, making the assessment more accessible for eligible students. These modifications reflect those that effective teachers incorporate into their lessons that traditionally make the content of the grade-level curriculum more accessible for their students with disabilities. The following tables provide some comparison information for your reference.


Connecticut Alternate Assessment- CMT/CAPT (Modified Assessment System—MAS) & Skills Checklist Participation for Students with Disabilities
IEP Team Decision Flowchart (Click for more information)
Is the student receiving special education services and has an active IEP?
NO
STOP– Not eligible for an alternate assessment.
YES
Does the student qualify for the Skills Checklist?
Criteria
1. The student has a significant cognitive disability; and
2. The student requires intensive individualized instruction to acquire, maintain or generalize skills that students without disabilities typically develop outside of a school setting; and
3. The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school and community; and
4. The student's instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and life skills component.
NO
Things to consider:
Student's score on previous statewide assessment is well below proficient level
Other assessment results indicate student performs substantially below grade level
Student must have had exposure to grade level content
Did student receive classroom accommodations that have also been used during state/district assessment?
YES
NO
Does the student receive classroom modifications?
YES
NO
Does the student's disability cause substantial academic difficulties?
YES
NO
Does the disability of the student preclude him/her from achieving grade-level proficiency at the same rate as his/her non-disabled peers in:
Reading
Math
*Specific Subject
YES
YES
NO
YES
Student eligible to take CMT/CAPT Skills Checklist.
The student's current IEP reflects curriculum and daily instruction that focus on goals and objectives that are on grade level.
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?
YES
NO
Does the student's IEP include goals that are based on the academic content standards for the grade in which the student is enrolled?
YES
NO
The student takes the standard CMT/CAPT in Language Arts, Math and Science with accommodations if needed.
(*Student may qualify for one or more content specific assessment)
The student eligible to take CMT/CAPT (MAS) with accommodations if needed.
Version: 20080402

GEORGIA

PARTICIPATION GUIDELINES FOR THE CRCT-M

Eligibility for the Georgia CRCT-M in grades 3 – 8 is based on a student's Individualized Education Program (IEP), which reflects an emphasis on curricular instruction of the Georgia Performance Standards (GPS). In order to guide an IEP team in the participation determination, the criteria below shall be considered for each content area.

Check "YES" or "NO" for each criterion, based upon evidence clearly defined in the student's IEP.

Note: If the answer to any of the criteria is "NO," the student is not eligible to participate in the CRCT-M in that content area and must participate in the general CRCT. All students must participate in the general CRCT in Science and Social Studies.

Reading		English Lang. Arts		Mathematics		Evidence in the IEP clearly shows that:
YES ☐	NO ☐	YES ☐	NO ☐	YES ☐	NO ☐	The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by the student's performance on the previous year's state-mandated test (i.e., CRCT) in the content area under consideration or another state's assessment, if appropriate. What is it about the student's disability that makes it difficult for the student to learn? Indicate where this is documented in the IEP:
YES ☐	NO ☐	YES ☐	NO ☐	YES ☐	NO ☐	The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP. The determination of the student's progress has been based on multiple measurements (i.e. benchmarks, unit assessments, progress monitoring, etc.), that are valid for the content area under consideration and that have been collected over a period of time. Indicate where this information is documented in the IEP:
YES ☐	NO ☐	YES ☐	NO ☐	YES ☐	NO ☐	For each content area under consideration, the student has access to and instruction in the GPS for the grade in which the student is enrolled. The student's IEP includes goals that: 1) are related to the content area under consideration; 2) support access to the grade level content standards; and 3) are designed to promote the student's progress in the content area GPS. Indicate where this information is documented in the IEP:
YES ☐	NO ☐	YES ☐	NO ☐	YES ☐	NO ☐	For each content area under consideration, in the previous year the student: ➢ did not meet the standard for the state-mandated test (CRCT or was not proficient on another state's assessment) *OR* ➢ reached extending progress on the GAA *OR* ➢ did not achieve the advanced performance level on the Georgia CRCT-M. (*Not applicable for the 2010-2011 school year.*)

Check "ASSURED" for each of the following statements. If assurance cannot be checked, the student is NOT eligible to participate in the CRCT-M.

The decision to participate in the CRCT-M is NOT based on:

ASSURED ☐	The amount of time the student has received special education services.
ASSURED ☐	Excessive or extended absences.
ASSURED ☐	Language, cultural, or economic differences.
ASSURED ☐	A specific eligibility or combination of disabilities (i.e., deafness/blindness, visual, auditory, and/or motor disabilities), but rather the student's inability to appropriately demonstrate their knowledge of the Georgia Performance Standards.
ASSURED ☐	An administrative decision made outside of the IEP team's discussion of these participation criteria.

Final Decision: Based on information that has been reviewed and documented by the IEP Team, the student is eligible to participate in the CRCT-M for:

Reading: Yes ☐ No ☐ English Language Arts: Yes ☐ No ☐ ☐ Mathematics: Yes ☐ No ☐

This document must be attached and regarded as part of the student's IEP. It can be scanned to include with electronic IEP.

Date:_____ Student Name: _____

Georgia Department of Education
September 2010

INDIANA

Criteria for Determining Participation in the Indiana Modified Achievement Standards Test (IMAST) in lieu of the general education assessment

When modified academic achievement assessments are provided by a state, the SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to use in determining which students are eligible to be assessed on IMAST (Indiana Modified Achievement Standards Test). 34 CFR 200.1(a)(2).

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards or on alternate academic achievement standards. If the CCC determines that a student will be assessed on IMAST (Indiana Modified Achievement Standards Test), the CCC report must describe the reasons it is not appropriate for the student to take ISTEP+ and include information in support of each of the criteria below.

The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation.

CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. ***Presence of a Disability:*** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.

2. ***Intensity of Instruction***: The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.

3. ***Curricular Outcomes***: The student is expected to earn a high school diploma prior to exiting high school, either by demonstrating proficiency on any required graduation examinations or through the appeals process. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled.

EXCLUSIONS

The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

a. Excessive or extensive absences.
b. Social, cultural or economic differences.
c. The mere identification of a disability.
d. A specific special education placement or service.
e. Concern for AYP calculations.

Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on modified achievement standards and including modified assessment data in federal and state accountability determinations.

KANSAS

Questions about the 2009-2010 Kansas Assessment of Modified Measures (KAMM)

1. **What is the KAMM?**
 The KAMM is an Alternate Assessment Based on Modified Achievement Standards for each grade level and content area assessed.

2. **Which content areas are assessed with KAMM?**
 KAMM is assessed in the same content areas as the general assessment for KAMM eligible students.

3. **What is the testing window for KAMM?**
 The KAMM testing window is the same as for students taking the general assessment.

4. **What should teachers be instructing students taking the KAMM?**
 Teachers should teach grade level indicators.

5. **How does the KAMM compare to the general assessment?**
 a. The same assessed indicators for the general assessment are used for the KAMM.
 b. The numbers of indicators assessed are reduced. (See Question 6.)
 c. Some indicators are omitted. Indicators that may be omitted are:
 i. indicators that are assessed at more than one grade level; and
 ii. indicators that will be tested in format(s) other than multiple choice in future years.
 d. There are fewer multiple choice items on the KAMM than on the general assessment.
 e. There are fewer passages to read on the KAMM Reading Assessment:
 i. There are two narrative and two expository passages for Grades 3 and 4.
 ii. There are two narratives, two expository, and one technical passage for Grades 5, 6, and 7.
 iii. There are two narratives, one expository, one technical passage, and one persuasive passage for grades 8 and HS.
 f. There are three (3) answer choices on the KAMM. There are 4 answer choices on the general assessment.
 g. Items for the KAMM are selected / modified based on cognitive load.
 h. There are four (4) items per indicator assessed.

6. **Who may take the KAMM?**
 A student with a disability whose IEP team uses the KAMM eligibility criteria, and determines the KAMM is an appropriate assessment for the student.

7. **How does an IEP team determine who should take a KAMM?**
 The IEP team is encouraged to consider all instructional expectations of the student when determining appropriate state assessments. The IEP team will use the eligibility criteria and flowchart (on the following pages, on the website, and the last three pages of this document).

8. **Can any student with a disability (regardless of the disability category) be considered for the KAMM?**
 Yes. The student's disability category **IS NOT** the determining factor for a student's eligibility to take the KAMM.

9. **Are there additional requirements for students who take the KAMM?**
 Yes. The student's IEP **MUST** include goals based on grade level content standards. For example:
 i. If a student is eligible to take the Reading KAMM, he/she must have a Reading Goal based on grade level content standards on the IEP.
 ii. If a student is eligible to take the Math KAMM, he/she must have a Math Goal based on grade level content standards on the IEP.
 iii. As of 2009-2010, the student who is eligible for the KAMM does not have to have a Science, or History-Government Goal, or Writing Goal based on grade level content standards on the IEP.

10. **Are accommodations allowed on the KAMM?**
 Yes. IEP teams make decisions about accommodations for the KAMM the same as they do for the general assessment. There is an *Accommodation Manual* available on the www.ksde.org website. All educators need to be aware of how accommodations are treated for scoring purposes.

11. **What should the IEP team do if a student needs a paper-pencil version of the KAMM?**
 The KAMM is available through Kansas Computerized Assessment (KCA). Paper-pencil assessments may only be used for an accommodation. Teachers may request paper-pencil assessment through CETE (http://www.cete.us/).

12. **Are there formative assessments available for the KAMM?**
 Currently, there are no formative assessments specific for KAMM. Since the KAMM and the general assessment are based on the same indicators, it would be appropriate for a teacher to access the formative assessment builders on the CETE website http://www.cete.us/

13. What percent of students can be scored as proficient on state assessments based on the KAMM?

A federal cap of 2% of the tested population has been established for those students who "Meets Standard" (3), "Exceeds Standard" (4), or "Exemplary" (5) on the KAMM for AYP purposes. In cases where a district has more than 2% of students taking the KAMM, and their scores are at or above the proficient level, the percent of students exceeding the 2% cap will be reclassified as not proficient when calculating AYP.

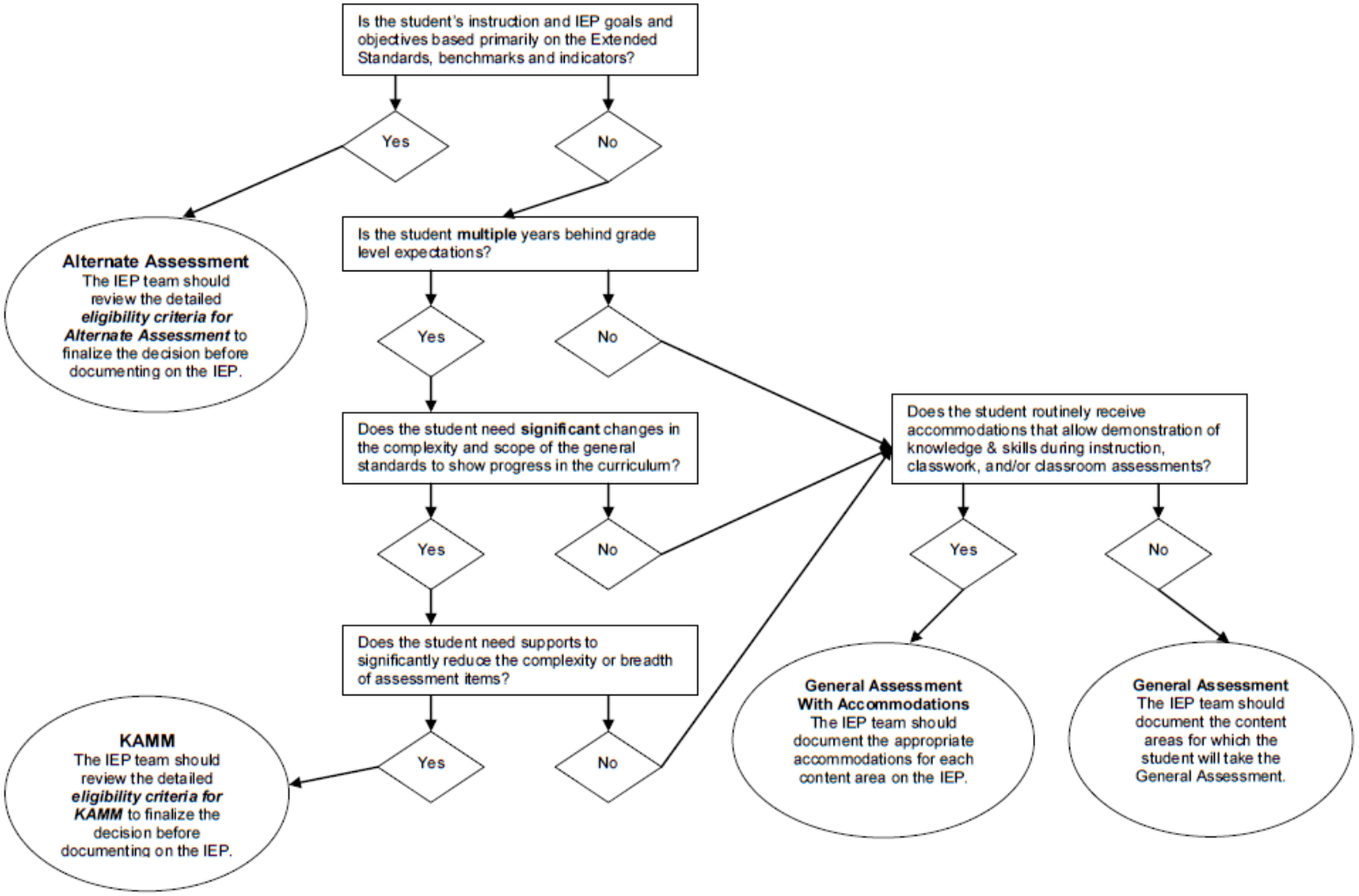
14. May a district exceed the 2% cap?

Under specific limited conditions, a district may exceed the 2% cap only if the 1% cap is below one percent. The 1% that is unused can be applied to the 2% cap. For example, if the number of students who score "Meets Standard" and above on the Kansas Alternate Assessment is 0.8%, the district could include 2.2% of "Meets Standard" and above scores on KAMM in calculating AYP. (Refer to the below table for clarification).

	Alternate Assessment 1% Cap	**KAMM - 2% Cap**	**Alternate + KAMM - 3% Cap**
Can the district exceed cap?	Only if granted an exception (waiver) by KSDE.	Only if district is below 1% cap, but cannot exceed 3% cap.	Only if granted an exception to the 1% cap by KSDE, and only by the amount of the exception.

July, 2009

Statewide Assessments
Participation for Students with Disabilities
IEP Team Decision Flowchart



July, 2008

KAMM Eligibility Criteria

Required components:

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student's eligibility to participate in the KAMM may NOT RESULT PRIMARILY from: excessive or extended absence, any specific categorical label nor social, cultural, or economic differences.

Criteria **All** criteria must be met to identify a student as eligible for participation in the KAMM.	***Examples*** *Supporting evidence for meeting these criteria (Data)*
Intensive Individualized Instruction Does the student need **significant** changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction AND	*Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports*
Requires intensive individualized supports AND	*Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology*
Requires extensive instruction AND	*Extended learning time including increased frequency and duration of instruction and practice*
Classroom Assessment Does the student need supports to significantly reduce the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment AND	*Student receives modified classroom assessments on a routine basis*
Needs to show what they know differently AND	*Assistive technology, oral presentation instead of a written response, performance assessment*
Accommodations alone do not allow the student to fully demonstrate knowledge AND	*Documented accommodations have been insufficient*
Student Performance Is the student **multiple** years behind grade level expectations?	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	*Evidence shows the student's instructional level in the scope and sequence of the content standards is at a pre-requisite level*
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	*Evidence shows the use of research based-interventions and data for monitoring progress*
Student classroom achievement and performance is significantly below grade level peers	*The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (Example: performance at 2 standards deviations below the mean).*

Questions and Answers

Kansas Assessment of Modified Measures (KAMM): *Eligibility Criteria and* Standard-based Individualized Education Program (IEP) Goals

Question 1: If a student is taking the KAMM, should the student have an annual goal related to the content area being assessed (e.g., Reading or Math)?

Answer: Yes. A component for KAMM ***eligibility*** includes "performance that is multiple years behind grade level expectations." Therefore, any student identified to take the KAMM should have an IEP goal(s) that addresses grade level academic skills in the specific content areas (e.g., Reading and Math) that are being assessed.

For example, a student identified to take the Reading KAMM should have an IEP Goal in the area of Reading. A student identified to take the Math KAMM should have an IEP Goal in the area of Math. In addition, these content specific goals must be based on grade level Kansas content standards. The goals are determined from the student's present levels of academic achievement and functional performance (i.e., PLAAFPs).

The Kansas Reading Standards and the Kansas Mathematics Standards contain the same wording as the standards across grade levels. It is the benchmarks and indicators that vary according to grade level. When considering specific skills and criteria for writing measurable goals, IEP teams need to take into account both on-grade level skills and developmental skills.

Question 2: If a student taking the KAMM assessment has more than one academic goal do they all have to be standard-based IEP goal?

Answer: Yes. If a student takes a KAMM assessment, all academic goals must be standard-based.

Question 3: Will the state be monitoring standards-based IEP goals for students who take the KAMM assessment?
Answer: Yes. The KSDE will monitor IEPs for standard-based goals that are at the student's grade level through the *IDEA Regulations File Review*. Districts may develop their own policies regarding documentation to ensure compliance with this requirement. However, it is recommended that indicator numbers be specified with the goal.

Question 4: Do students taking only the KAMM in Science or History-Government have to have a science or history-government goal(s) based on content specific standards?

Answer: No, The students taking the KAMM in Science or History-Government may have Science or History-Government Goals; however, this is not mandatory.

Usually, it is a reading skill that interferes with student's performance in content areas, such as Science or History-Government. Frequently, this is reflected in the IEP as a reading or math goal rather than a goal for a specific content area. To be eligible to take the KAMM the student should have a reading or math goal in the IEP.

Question 5: Do students who are categorized as having a severe emotional disturbance (SED) whose IEP focuses on behavior, need to have a Reading or Math content area goal if they are participating in the KAMM?

Answer: Yes. For any student identified in a disability category and whose inappropriate behavior is a significant issue for the student, a behavioral goal on the IEP is most likely appropriate. However, in order for a student to meet the eligibility criteria for the KAMM, the student's disability must impact the student's academic instruction, assessment, and performance.

Question 6: Does the state require benchmarks and short term objectives for Reading or Math goals for students taking the KAMM?

Answer: No. The state does not require benchmarks and short term objectives to be included in Reading and Math goals for students taking the KAMM. Benchmarks or short term objectives only are required for students taking the Kansas Alternate Assessment.

Special Education Services
Kansas State Department of Education
August 2, 2010

LOUISIANA

LEAP Alternate Assessment Level 2, (LAA 2) Participation Criteria

Guidance for the Participation Requirements for LAA 2

LEAP Alternate Assessment, Level 2 (LAA 2) is based on modified academic achievement standards. This assessment allows students with persistent academic difficulties who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. These are students whose disability has prevented them from attaining grade-level proficiency. The students must have access to a curriculum based on grade-level content standards, and must be assessed with a measure that also is based on grade-level content standards. The IEP Team makes the decision as to whether the student will participate in LAA 2 based on the LAA 2 Participation Criteria.

IEP team members must use multiple sources of information to guide decision-making for statewide assessment purposes. The IEP team must review evidence that includes current IEP goals and/or objectives as well as results from statewide assessments (LEAP, *i*LEAP, GEE, LAA 2 and LAA 1); and recent results from other tests to document significant academic difficulties; class performance records; and/or growth rates compared to grade level national or local norms, including proficiency levels from prior years.

There must be documentation on the IEP that the student has significant academic difficulties, at least in English language arts, reading and/or mathematics based on class performance records and local and state assessments.

The student scored at the *Unsatisfactory* level in English language arts and/or mathematics on the previous year's LEAP/*i*LEAP/GEE or participated in LAA 1 or LAA 2.	The student scored *unsatisfactory* on the regular assessment in English language arts and/or mathematics the previous year or previously participated in LAA 1 or LAA 2. Students are eligible to participate in LAA 2 starting in the 4th grade.
The student has an IEP with goals based on academic content standards for the student's enrolled grade and the student requires supports to access the general education curriculum.	The student has academic goals based on the content standards/GLEs for the student's enrolled grade. At a minimum, a student's IEP must have goals in ELA and/or mathematics if the student is participating in LAA 2 in either content area. The student requires supports to access the general education curriculum and may require accommodations during classroom instruction and tests.
The student's progress to date, in response to appropriate instruction designed to address the student's individual needs is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP.	The student, even with direct, intensive, individualized instruction as indicated by the student's IEP, is unable to demonstrate competence of grade-level skill within the year through the monitoring of the student's progress in achieving those goals.
The decision to include the student in LAA 2 is not solely based on the *student safeguards* under Criterion 4 on the form.	The student has to have significant academic difficulties to be eligible to participate in LAA 2. The safeguards cannot be the basis on which the student is determined eligible to participate in LAA2. The placement of a student in LAA 2 shall not be an administrative decision to bypass the high stakes testing policy.
A student is eligible to take parts of the LAA 2 assessment and the regular assessment (LEAP or GEE) The content areas for which the student will be taking LAA 2 must be identified on the student's IEP. If a student is in grade 5, 6, 7, or 9 and is participating in LAA 2, the student is only required to take ELA and Math.	The student must take all content areas assigned for grades 4 and 8 and the content areas assigned to the specific grade for grades 9-11. If the student scored *Approaching Basic* or higher in a content area, the IEP team may decide that student can take parts of both LAA 2 and the regular assessment (LEAP or GEE).

Approved by BESE 11/17/2009

LEAP ALTERNATE ASSESSMENT, LEVEL 2 (LAA 2) PARTICIPATION CRITERIA for Grades 4-11

Student _____ **DOB**_____ **State ID#**_____ **Grade Enrolled** _____
School_____ **District**_____ **Date***_____

This LEAP Alternate Assessment, Level 2 (LAA 2) policy, based on modified academic achievement standards, allows students with persistent academic difficulties who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. There must be evidence from multiple sources that indicate the student is having **significant academic difficulties,** at least in English language arts, reading and/or mathematics. The Local Education Agency (LEA) is required to provide the student with LEAP remediation and accommodations to ensure the student makes progress towards meeting his or her IEP goals and/or objectives related to the general education curriculum. The IEP team may also decide for the student is to participate in one or more content areas in the regular assessment (LEAP or GEE).

CIRCLE "AGREE" OR "DISAGREE" FOR EACH STATEMENT. Evidence supporting Criteria 1, 2 and 3 must be addressed in the student's IEP folder.

Criterion #1 – Evidence that the student's disability has precluded the student from achieving grade level proficiency.

Agree **Disagree** The student scored at the *Unsatisfactory* level in English language arts and/or mathematics on the previous year's LEAP/*i*LEAP/GEE or participated in LAA 1 or LAA 2.

Criterion #2 – Evidence from multiple sources that the student's IEP is based on the academic content standards and the student requires support to access the general education curriculum.

Agree **Disagree** The student has an IEP with goals based on academic content standards for the student's enrolled grade and the student requires support to access the general education curriculum.

Criterion #3 – Evidence from multiple sources that the student will not achieve grade level proficiency within the IEP year.

Agree **Disagree** The student's progress to date, in response to appropriate instruction designed to address the student's individual needs is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP.

Criterion #4 – Student Safeguards

Agree **Disagree** The decision to include the student in LAA 2 is not **solely** based on the following:

1. the student's placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. the student's reading level
6. the student's disability according to Bulletin 1508
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on the regular assessment (LEAP/*i*LEAP/GEE)

To be eligible to participate in LAA 2, the response to each of the four statements above must have been "Agree."

A student is eligible to take parts of the LAA 2 assessment and the regular assessments (LEAP or GEE). The content areas for which the student will be taking LAA 2 must be identified on the student's IEP. If a student is in grade 5, 6, 7, or 9 and is participating in LAA 2, the student is only required to take ELA and Math. The content areas in which the student will be taking LAA 2 must be identified on the student's IEP. ☐ ELA ☐Mathematics ☐Science ☐Social Studies

Parental Understanding: If my child is eligible for and participates in LAA 2, my initials indicate I understand the statements below

_____ I am aware that testing in LAA 2 means my child (I) is (am) having significant academic difficulties in reading, language arts and/or mathematics. It is an IEP team decision, based on the needs of my child (my needs), for my child (me) to participate in LAA 2.

_____ I am aware that my child (I) can participate in LAA 2 in one or more content areas and at the same time participate in the regular statewide assessment (LEAP or GEE) for the remaining content areas required at my child's (my) enrolled grade.

_____ I am aware that if my child participates in LAA 2 and meets graduation requirements, which include (1) earning required Carnegie units, (2) passing the required components of LAA 2 (ELA, Math, and either Science or Social Studies) or passing by use of the LAA 2 waiver, and (3) meeting attendance requirements, my child will be eligible for a high school diploma. If my child does not meet the graduation requirements, however, my child may be eligible to exit high school with a Certificate of Achievement.

_____ My child is eligible to participate in the Pre-GED/Skills Option Program based on eligibility criteria.

IEP Team Decision: This form shall be attached to the student's current IEP. This form must be completed annually. The assessment decision must be documented on the student's IEP.

_____ (Student's name) is **eligible** for participation in LEAP Alternate Assessment, Level 2 and **will participate** in LAA 2.

_____ (Student's name) is **eligible** for participation in LEAP Alternate Assessment, Level 2 but **will not participate** in LAA 2.

_____ (Student's name) is ***not* eligible** for participation in LEAP Alternate Assessment, Level 2.

Parent/Student Signature* _____ District/School Representative Signature* _____

*Signature and date are required

Copies must be included with the IEP and be provided to teacher(s), parent, and central office

Approved by BESE 11/17/2009

MARYLAND

Criteria for Identifying Students with Disabilities for Participation In a Mod-MSA

A student who would have been eligible for the Mod-MSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's grade-level academic content standards. Students pursuing the Mod MSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- The student is learning based on the State's approved grade-level academic content standards for a grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.

AND

- The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

AND

- The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

AND

- The student must demonstrate that he/she cannot attain proficiency on the actual grade level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Mod-MSA

Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Reading ☐ Mathematics ☐ Science ☐

IEP Team Chair: _____

(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian*		
Others		

*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal.

Appendix A

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.			
The student is learning based on the State's approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.	Reading	❑ Yes	❑ No
	Mathematics	❑ Yes	❑ No
	Science	❑ Yes	❑ No
The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items that are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.		❑ Yes	❑ No
The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.		❑ Yes	❑ No
The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.		❑ Yes	❑ No

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) ❑ Yes ❑ No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-MSA.

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level academic Content Standards to support the student's involvement and progress in the general curriculum. The goals address skills specified in the academic content standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

❑ Reading: List specific page(s) of the IEP that reflect modifications: _____

❑ Mathematics: List specific page(s) of the IEP that reflect modifications: _____

❑ Science: List specific page(s) of the IEP that reflect modifications: _____

Grade Level Proficiency: The instructional performance in Reading and/or Mathematics identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.

Reading ❑ Yes ❑ No Mathematics ❑ Yes ❑ No Science ❑ Yes ❑ No

If yes, specify the instructional performance grade levels in Reading, Mathematics and/or Science identified on the IEP, as measured documented by and objective State assessment instruments, district wide assessments, and data gathered from classroom assessments that are designed for State assessment of achievement, that are substantially below grade level.

Assessment	Date Administered
MSA Reading Score:	
MSA Math Score:	
MSA Science Score:	
Other Measures	**Date Administered**
Reading:	
Math:	
Science:	

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

Reading:

- ☐ Instruction in Reading in the general education curriculum for _____ years.

 List specific school years _____

- ☐ Intensive Reading interventions have been provided for _____ years.

 List specific school years _____

- ☐ List the specific research-based Reading interventions that are individualized for the student.

- ☐ Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics:

- ☐ Instruction in Mathematics in the general education curriculum for _____ years.

 List specific school years _____

- ☐ Intensive Mathematics interventions have been provided for _____ years.

 List specific school years _____

- ☐ List the specific research-based Mathematics interventions that are individualized for the student.

- ☐ Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Science: ❑ Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

❑ List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

Related services provided:

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

❑ Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.

❑ Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____hours per day.

List other research-based interventions provided to the student:

Grade-Level Progress: The student's progress toward grade-level academic Content Standards in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP in the following area(s):

Reading ❑ Mathematics ❑ Science ❑

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Reading ❑ Mathematics ❑ Science ❑

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Math _____

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction/assessment, the student receives accommodations on the IEP in the area(s) of:

- ☐ Reading: List page(s) of the IEP that reflect accommodations: _____
- ☐ Mathematics: List page(s) of the IEP that reflect accommodations: _____
- ☐ Science: List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

- ☐ Reading: List page(s) of the IEP that reflect supplementary aids and services: _____
- ☐ Mathematics: List page(s) of the IEP that reflect supplementary aids and services: _____
- ☐ Science: List page(s) of the IEP that reflect supplementary aids and services _____

Based on the consideration of the Decision Making Process Form, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-MSA - Reading	☐	☐	☐
Mod-MSA - Mathematics	☐	☐	☐
Mod-MSA - Science	☐	☐	☐

Criteria for Identifying Students with Disabilities for Participation In a Mod-HSA

A student who would be eligible for the Mod-HSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using course level academic content standards and modified academic achievement standards aligned with the Algebra/Data Analysis, Biology, English and/or Government. Students pursuing the Mod HSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- ✓ The student learning is based on the State's Academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve proficiency within the school year covered by his/her IEP.

AND

- ✓ The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/Core Learning Goals in the relevant content area (s) for the student's grade level during instruction and assessment. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

AND

- ✓ The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area (s) consistent with his/her IEP, and although progress towards grade-level standards was made, he/she is not making progress at grade-level.

AND

- ✓ The student must demonstrate that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Mod-HSA

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Algebra/Data Analysis ☐ Biology ☐ English ☐ Government ☐

IEP Team Chair: _____

(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date.

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian		
Others		

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.	
The student is learning based on the State's approved Academic Content Standards/Core Learning Goals in Algebra/Data the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.	Algebra/ Data Analysis ❑ Yes ❑ No Biology ❑ Yes ❑ No English ❑ Yes ❑ No Government ❑ Yes ❑ No
The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student's grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.	❑ Yes ❑ No
The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not making progress at grade level.	❑ Yes ❑ No
The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.	❑ Yes ❑ No

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) ☐ Yes ☐ No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-HSA.

Documented MSA Performance: Complete for relevant content area(s).	
This student was proficient on the Grade 8 MSA Reading.	☐ Yes ☐ No
This student was proficient on the Grade 8 MSA Mathematics.	☐ Yes ☐ No
This student was proficient on the Grade 8 MSA Science.	☐ Yes ☐ No
This student was proficient on the local measure of Grade 8 Social Studies.	☐ Yes ☐ No
Documented HSA Performance: Complete for relevant content area(s).	
Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	☐ Yes ☐ No
Biology: This student passed the Biology HSA.	☐ Yes ☐ No
English: This student passed the English HSA.	☐ Yes ☐ No
Government: This student passed the Government HSA.	☐ Yes ☐ No

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level Academic Content Standards to support the student's involvement and progress in the general curriculum. The goals may address a student's Math and/or Reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

☐ **Reading:** List specific page(s) of the IEP that reflect modifications: _____

☐ **Mathematics:** List specific page(s) of the IEP that reflect modifications: _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Grade Level Proficiency: The instructional performance in the relevant content area(s) is identified on the IEP [as measured by documented multiple valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level. ❑ Yes ❑ No

If yes, specify the instructional performance grade levels in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district-wide assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below grade level.

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Math Measure Used (Specify)		
Other Math Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

Appendix B

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Content Standards: The goals on the students IEP are aligned with the Maryland Content Standards/Core Learning Goals.

- ☐ Algebra/Data Analysis: List specific page(s) of the IEP that reflect these goals:_____
- ☐ Biology: List specific page(s) of the IEP that reflect these goals:_____
- ☐ English: List specific page(s) of the IEP that reflect these goals:_____
- ☐ Government: List specific page(s) of the IEP that reflect these goals:_____

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

Reading/ English:

- ☐ Instruction in Reading in the general education curriculum for _____ years.

 List specific school years _____
- ☐ Intensive Reading interventions have been provided for _____ years.

 List specific school years _____
- ☐ List the specific research-based Reading interventions that are individual to the student.

- ☐ Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics/ Algebra/:Data Analysis

- ☐ Instruction in Mathematics in the general education curriculum for _____ years.

 List specific school years _____
- ☐ Intensive Mathematics interventions have been provided for _____ years.

 List specific school years _____
- ☐ List the specific research-based Mathematics interventions that are individual to the student.

- ☐ Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Science/ Biology:

☐ Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

☐ List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum.

Social Studies/ Government:

☐ Instruction in Social Studies in the general education curriculum for _____ years.

List specific school years _____

☐ List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Social Studies/Government instruction to support the student's progress in the general education curriculum.

Related services provided:

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

☐ Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.

☐ Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____hours per day.

☐ Student has received other research-based interventions:

Academic Course Content: The student's progress towards achieving academic course content in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve proficiency within the year covered by the student's IEP in the following area(s):

Did the student pass the relevant content course? Answer Yes or No.	
Algebra/Data Analysis	☐ Yes ☐ No
Biology	☐ Yes ☐ No
English	☐ Yes ☐ No
Government	☐ Yes ☐ No

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Math/Algebra/Data Analysis ☐ Science/Biology ☐ Reading/English ☐ Social Studies/Government ☐

List the most recent consecutive years that academic goals are included in the IEP for:

Reading_____

Math_____

Appendix B

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction and assessment, the student receives accommodations on the IEP in the area(s) of:

Math/Algebra/Data Analysis ❑ Science/Biology ❑ Reading/English ❑ Social Studies/Government ❑

List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

Math/Algebra/Data Analysis ❑ Science/Biology ❑ Reading/English ❑ Social Studies/Government ❑

List page(s) of the IEP that reflect accommodations: _____

Based on the consideration of the Decision Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	❑	❑	❑
Mod-Biology	❑	❑	❑
Mod-English	❑	❑	❑
Mod-Government	❑	❑	❑

MICHIGAN

Attachment A

MEAP-Access

Eligibility Criteria and Guidelines for Participation

March 2009

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MEAP-Access – Michigan's Alternate Assessment Based on Modified Achievement Standards

Background

On April 7, 2007, the U.S. Department of Education (USED) issued regulations describing Alternate Assessments based on Modified Achievement Standards (AA-MAS). The regulations permit a state to develop an assessment aligned with modified academic achievement standards as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act (ESEA). These regulations can be downloaded at http://www.ed.gov/admins/lead/speced/toolkit/index.html.

The assessment must be based on modified academic achievement standards that cover the same grade level expectations as the general assessment. In Michigan, the general assessment for grades three through eight is the Michigan Educational Assessment Program (MEAP). According to the regulations, only the academic achievement standards are modified, ***not*** the content standards upon which the assessment is based. In Michigan, the content standards for the general assessments are the Grade Level Content Expectations (GLCEs). For more information on the GLCEs, please visit the Office of School Improvement Web page at www.michigan.gov/osi.

The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to and instruction in, grade level content. For more details related to this regulation, the USED has published a guidance document that is in a question and answer format. It can be downloaded at the same Web site listed above. It is also posted on the MI-Access Web page at www.michigan.gov/mi-access.

The Michigan Department of Education (MDE) was awarded a grant from the U.S. Office of Special Education Programs to develop AA-MAS that will fulfill an important need in the Michigan Educational Assessment System. This project has dual purposes: (1) to design a replicable process for modifying the existing MEAP English Language Arts (ELA) and Mathematics assessments in grades 3-8 by reducing length and difficulty levels while maintaining appropriately challenging content that reflects the state's GLCEs; and (2) to create an online professional development system that can be adopted and adapted by states, school districts, and individual educators.

Through the efforts of the MDE and its collaboration with the offices of Educational Assessment and Accountability; Special Education and Early Intervention Services; School Improvement; Educational Technology and Data Information; as well as local district educators; assessment experts; and other stakeholders; Michigan has a continuum of assessments that reflects a tradition of highest technical quality, which is founded in robust curriculum standards and the knowledge and skills of a diverse population. MEAP-Access (Michigan's AA-MAS) will complete the continuum, providing a valid, reliable, and fair measure of the achievement of students who struggle with the academic content areas of ELA and mathematics and who do not meet grade level expectations for the grade in which they are enrolled. Michigan educators have struggled to make decisions about participation in statewide assessment for a group of students who have difficulty learning grade level content in the same timeframe as many peers. Often, these students have participated in MEAP with accommodations, which has proved inappropriately difficult, or taken MI-Access Functional Independence (FI) which

did not provide an appropriate level of challenge. The FI assessments are based on Extended Grade Level Content Expectations (EGLCEs) that are aligned to the GLCEs. For more information on the EGLCEs, please visit the MI-Access Web page at www.michigan.gov/mi-access. Neither MEAP nor FI assessments permitted these students to demonstrate what they truly know and are able to do in regard to state content standards.

State Assessment Continuum

Assessment	Type of Assessment	Based On
MEAP/MME	General	GLCEs/HSCEs
MEAP/MME with Accommodations	General	GLCEs/HSCEs
MEAP-Access	**AA-MAS**	**GLCEs**
Functional Independence	AA-AAS	Extended GLCEs
Supported Independence	AA-AAS	Extended GLCEs
Participation	AA-AAS	Extended GLCEs

Like the current MI-Access assessments, the MEAP-Access assessments will also apply universal design criteria in order to maximize accessibility so that students may better show what they know and are able to do.

In December 2008, draft eligibility criteria were distributed statewide for public input. The MEAP-Access pilot assessment was administered in winter 2009. Data from the pilot assessment and comment on the draft criteria were analyzed and compiled in March 2009 and presented to the State Board of Education (SBE) for their approval. Following the incorporation of SBE discussion, the final MEAP-Access Eligibility Criteria and Participation Guidelines and assessment formats were produced.

Eligibility Criteria for Participation in MEAP-Access

In order for a student to be eligible for the MEAP-Access assessment, ALL of the following criteria must be met:

A Student with a disability

- A Student must have a current Individualized Education Program (IEP).
- Students with a Section 504 Plan are NOT eligible for alternate assessments.

The Individualized Education Program (IEP)

- The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the GLCEs.
- The IEP goals should be attainable within the year covered by the IEP. Building blocks to attain the grade-level goals can start where the student is currently functioning. Short-term goals and objectives may incorporate below grade-level GLCEs needed as prerequisites in order to attain the grade-level goal.
- The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.

Instruction

- The student must have access to and instruction in grade-level content for the grade in which the student is enrolled.
- Instruction must be provided by a highly qualified teacher.
- Instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught.

Impact of disability

- There must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers.

Progress over time

- The student's progress or lack of progress must be determined using multiple objective and valid measures of the student's academic achievement over time.
- There is no set length of time during which the data must be gathered, but there must be enough time to document the progress (or lack of progress) in response to appropriate instruction. Measures, such as the following, may be used:
 - end-of-course assessments;
 - district-wide assessments;
 - classroom assessments;
 - formative assessments;
 - standardized achievement testing;
 - State assessments (MEAP or MI-Access alone would not be sufficient documentation to show progress or lack of progress).

Other considerations

- The IEP Team must not base their decision to participate in the MEAP-Access assessments solely on the student's:
 - special education category;
 - ethnicity;
 - economic background

- A student's lack of progress cannot be solely due to excessive absences.
- Participation in state assessment decisions must be determined annually by the IEP Team.
- It is expected that there will be students with disabilities who take MEAP-Access one year, make considerable progress during the school year, and then take the MEAP the following year. Therefore, an IEP Team must consider a student's progress annually based on multiple objective measures of the student's achievement before determining that the student should be assessed with MEAP-Access.
- In determining if the MEAP-Access assessment is appropriate, the IEP Team needs to determine if the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.
- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma.

Examples of Possible Learning Characteristics of Students Participating in MEAP-Access

- Have some grade-level knowledge for the grade they are enrolled.
- Have sufficient cognitive ability to transfer or generalize learning when taught strategies to do so.
- Have sufficient capacity to achieve grade-level standards, but not to the same level of rigor and/or during the same timeframe.
- Need additional learning opportunities, (e.g., repetition of concepts, strategies to stay on task, skills, and accommodations) in order to achieve grade level standards.
- Difficulty with complex language when learning skills and concepts (e.g., syntax, multi-step instructions).
- May read below grade level.

Assessment Options (MEAP, MEAP-Access, or Functional Independence)

Prior to the implementation of MEAP-Access, the IEP Team could determine that a student would take the MEAP for one or more content areas and MI-Access Functional Independence (FI) for the remaining content area(s). For example, a student could take MEAP mathematics and FI in English Language Arts (ELA). With the addition of MEAP-Access, the IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or FI. The IEP Team is responsible for making this decision for each content area assessed at a given grade. For example:

- A student may take MEAP mathematics and MEAP-Access ELA.
- A student may take MEAP-Access mathematics and FI ELA.
- A student may take MEAP ELA and FI mathematics.

The case studies in **Appendix B** provide several examples of student characteristics and a key for determining what assessment the student would likely be best assessed with based on the information provided. These examples only cover MEAP, MEAP-Access and MI-Access Functional Independence. As in the past, if an IEP Team determines that a student will participate in MI-Access Supported Independence or Participation, he or she must take the same assessment for all content areas (e.g., Supported Independence ELA and Mathematics or Participation ELA and Mathematics).

Consequences

The participation in statewide assessment decision-making process conducted by the IEP Team must take into account the following potential consequences:

- If a student participates in a MI-Access FI assessment, it is assumed the student is receiving instruction based on Michigan's FI Extended Grade Level Content Expectations (EGLCEs).
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and earn a general high school diploma.
- The student may not qualify for the Michigan Promise Scholarship.

Appendix A

Individual Student Decision Checklists by Content Area

Directions: Each of the following questions must be answered for each content area. If the answer to any of the questions is "No" the student is not eligible to participate in the MEAP-Access assessments.

Mathematics

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student's disability precludes the student from achieving the grade-level standards at the same level of rigor as the student's peers?		
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's academic achievement over time?		
5.	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Comments:

English Language Arts

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student's disability precludes the student from achieving the grade-level standards at the same level of rigor as the student's peers?		
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's academic achievement over time?		
5.	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Comments:

Appendix B

Student Case Studies

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Case Study 2 – Brian Page 10

Case Study 3 – Marie Page 11

Case Study 4 – Sue Page 13

Case Study 5 – Tina Page 14

Case Study Answer Key Page 15

Case Study – Sample 1

Phil

- Ten-year-old male in the 4th grade
- Has a primary disability of Specific Learning Disabilities in mathematics reasoning and mathematics calculations based on his current IEP
- Initial IEP was in 3rd grade
- Receives help from a special education teacher within the general education mathematics classroom focusing on grade level content standards
- Verbal skills are excellent and he is able to ask specific questions about what is difficult when working through mathematics problems
- Receives accommodations in classroom and testing situations
- Currently takes the MEAP in all content areas
- Test-taking strategies are provided to him
- Uses standard MEAP accommodations
- Receives direct instruction when new math concepts are introduced
- Receives one-on-one directions and small-group instruction when needed
- Uses a calculator
- Needs a lot of repetition of math concepts already learned
- Wants to continue on with post-secondary schooling. Does not have a goal in mind yet

Standardized Assessment (Standard Score = SS):

- The Key Math Test was administered in grade 3
 - Basic Concepts: SS 74
 - Operations: SS 85
 - Application: SS 62

Statewide Assessment:

- Grade 3 MEAP scores in all content areas fell within the Proficient levels except mathematics, which was in the Not Proficient category

Classroom Assessment:

- His report card markings since he entered school show that he is meeting GLCEs in all areas except for mathematics

Case Study - Sample 2

Brian

- Eight-year-old boy in the 3rd grade
- Primary disability of Cognitive Impairment
- IEP was developed at the end of 2nd grade
- His IEP goals in mathematics are based on Michigan GLCEs
- ELA goals are based on GLCEs related to decoding and Extended GLCEs for comprehension
- Recently tested out of speech and language services
- Currently receives instruction in the general education classroom with special education support
- Needs directions and tests read and explained to accommodate his low comprehension skills
- Tends to be disorganized and is not able to sequence steps like his classmates
- Small group instruction is needed for completion of assignments and tests due to distractibility and comprehension level
- Mathematics facts are not memorized, use of calculator needed and assistance in multi-step problems
- Is capable of asking for assistance but often does not because Brian thinks that he understands tasks

State Assessment:

- Brian received a 4 (not proficient) in the ELA section of the fall 3rd grade MEAP
- He received a 3 (partially proficient) on the fall 3rd grade MEAP mathematics assessment

Classroom Assessments:

- Received marks on his report card that imply that he is not meeting the year-end GLCEs, but is meeting the Extended GLCEs in ELA.
- Showing progress on the mathematics GLCEs
- Brian's portfolio contains collected work samples from 1st grade that provide evidence that he is progressing at grade level in mathematics, but continues to have difficulty in the area of ELA even when his goals are based on Extended GLCEs.

Standardized Assessment (Standard Score = SS):

- Kaufman Test of Educational Achievement II (KTEA-II):
 - Mathematics Concepts and Applications: SS 80
 - Reading Comprehension: SS 60
 - Letter and Word Recognition: SS 70

Case Study - Sample 3

Marie

- 12-year-old female in the 6th grade
- Identified as a student with a hearing impairment and receives related services in speech and language as documented in her IEP
- Identified as hearing impaired at the age of four
- Marie has some hearing. She uses hearing aids and lip reads, but does not use sign language
- Receives speech and language services through collaboration with the general education teacher and some one-on-one therapy
- The speech pathologist coordinates the speech/language therapy with the ELA lessons taught in the general education classroom
- The IEP includes grade-level goals in ELA and mathematics
- Receives instruction based on the Michigan GLCEs in all academic areas with extended time allowed for assignments and completion of tests
- Needs accommodations with reading comprehension. For example, she needs help with new vocabulary and identifying key concepts
- Needs accommodations in written expression, such as composing multi-paragraph essays
- The teacher has paired Marie with other students in her general education English class to assist in organizing her compositions
- Difficulty in reading comprehension and written expression impacts other content areas, but with accommodations and special education services she is able to maintain grade-level achievement in all areas excluding ELA
- Marie is a very organized student, but needs assistance to have directions broken down into shorter steps for her to process
- Has good sight word vocabulary, but needs help reading long passages
- Very social and has lots of friends. Friends seem unaware of her disability because she is so strong with social interactions
- Will continue with education after high school. Wants to go to college to become a dental hygienist

State Assessments:

- Received a 4 (not proficient) in the area of ELA on the MEAP in grades 3 and 4, and received a 3 (partially proficient) in ELA on the MEAP in grade 5
- Received a 3 (partially proficient) in mathematics on the MEAP in grades 3 and 4 and received a 2 (proficient) in mathematics on the MEAP in grade 5

Classroom Assessments:

- Receiving marks on her report cards for the last two years that show she is not meeting year-end expectations on her standards-based report card for her English Language Arts class
- Achieving grade level expectations in mathematics

Case Study - Sample 3 (continued)

Formative Assessments:

- End-of-the-year DIBELS oral reading fluency was 50 words correct per minute in 4th grade connected text, and 65 words per minute in connected text correct in 5th grade. A typical 5th grader in connected text would be reading over 100 words per minute.

Case Study - Sample 4

Sue

- Thirteen-year-old female in the 7th grade
- Primary disability of Autism Spectrum Disorder (ASD)
- Identified as ASD at age 3
- Performing at the top of the general education seventh grade mathematics class
- Receives ELA instruction from the teacher of students with ASD in the special education classroom
- Receives instruction based on Extended GLCEs for ELA
- Reads at approximately the 3rd grade level with writing skills at the 2nd grade level
- Refuses to write anything except to show her work on math problems

State Assessment

- MEAP – consistently attained Proficient on MEAP throughout school career in mathematics
- Not proficient (Emerging) on the Functional Independence (FI) ELA assessment since 5th grade

Standardized Assessment

- Wechsler Individual Achievement Test – Second Edition (WIAT-II)
 - Numerical Operations SS 110
 - Mathematics Reasoning SS 115
 - Word Reading SS 66
 - Reading Comprehension SS 68
 - Written Expression - refused to complete this subtest

Case Study - Sample 5

Tina

- 13-year-old in the 8th grade
- Received a diagnosis of Attention Deficit Hyperactivity Disorder from her pediatrician when she was 8 years old
- Identified as Otherwise Health Impaired in grade 3
- Very unorganized and frequently forgets to turn in assignments or loses them
- Needs frequent cues and prompting to stay on task
- Frequent re-teaching of concepts is needed in order to apply them to new learning
- Receives instruction in resource room for ELA and mathematics. The classes in the resource program are based on the 8th grade GLCEs
- Is social, but often has conflicts with fellow female classmates

Standardized Assessment (Standard Score = SS):

- Woodcock-Johnson III Tests of Achievement
 - Broad Reading: SS 70
 - Letter Word Identification: SS 76
 - Reading Fluency: SS 66
 - Passage Comprehension: SS 68
 - Broad Math: SS 65
 - Calculation: SS 69
 - Math Fluency: SS 61
 - Applied Problems: SS 71

Statewide Assessments:

- MEAP – ELA 3rd grade (not proficient), 4th grade (partially proficient), 5th and 6th grades (not proficient), 7th grade (partially proficient)
- MEAP – Math 3rd grade (proficient), 4th-7th grades (not proficient)

Report cards:

- Inconsistent. Works best within a well-organized classroom. Grades have fluctuated over the years. As school work has become complex, her report card grades reflect Cs to Fs. Some of the grades were lower due to incomplete assignments.

Case Study Answer Key

Case Study 1 – Phil

MEAP-Access - Mathematics
MEAP - English Language Arts

Case Study 2 – Brian

MEAP - Mathematics
MEAP-Access - English Language Arts

Case Study 3 – Marie

MEAP - Mathematics
MEAP - English Language Arts

Case Study 4 – Sue

MEAP - Mathematics
Functional Independence - English Language Arts

Case Study 5 – Tina

MEAP-Access - Mathematics
MEAP-Access - English Language Arts

MINNESOTA

Minnesota Department of Education

Alternate Assessment Eligibility Requirements

The current reauthorizations of both the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) require that students with disabilities participate in statewide assessment systems designed to hold schools accountable for the academic performance of students.

The Individualized Education Program (IEP) team is responsible for applying the criteria outlined in this document when determining how a student with a disability will participate in statewide testing. Decisions should not be based on factors such as AYP calculations. There is no limit on the number of students in a school or district that may be eligible to participate in an alternate assessment.

Participation decisions must be made annually and documented in the student's IEP. The participation decision should be made separately for mathematics, reading and science.

These are the Title I assessment options for students served by special education:

Assessment	Subject	Grades
Minnesota Comprehensive Assessments (MCA)	Reading	3 – 8 & 10
	Mathematics	3 – 8 & 11
	Science	5, 8 & High School
Minnesota Comprehensive Assessments-Modified (MCA-Modified)	Reading	5 – 8 & 10
	Mathematics	5 – 8 & 11
Minnesota Test of Academic Skills (MTAS)	Reading	3 – 8 & 10
	Mathematics	3 – 8 & 11
	Science	5, 8 & High School

These are the initial steps in the IEP decision-making process:

- **Consider the MCA**: IEP teams must first consider student participation in the MCA, with or without accommodations, before considering student participation in an alternate assessment.
- **Establish that the MCA is not an appropriate measure**: If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of the MCA-Modified or the MTAS.
- **Ensure access:** The IEP team must ensure that the student has access to the general education curriculum, which means the student has opportunities to actively engage in learning the content and skills of the general education curriculum.
 - **MCA-Modified:** For students participating in the MCA-Modified, access means instruction on grade-level content standards. Because students taking the MCA-Modified demonstrate persistent academic difficulties, they are likely to need specialized services and supports to access grade-level curriculum.
 - **MTAS:** For students participating in the MTAS, access means instruction linked to the general education curriculum to the extent appropriate. It is likely that the general education curriculum will be substantially simplified for this group of students.

The purpose of this document is to help IEP teams determine the most appropriate assessment option for a student with a disability. It consists of the eligibility requirements and decision-making flowcharts for the MCA-Modified and MTAS and a glossary of frequently used terminology.

MCA-Modified Eligibility Requirements

The IEP team is responsible for making annual decisions about student participation in the statewide assessment program. The MCA-Modified, an alternate assessment based on modified achievement standards, is one component of that program. The MCA-Modified is designed to appropriately measure progress toward state standards for students who meet all of the criteria listed below.

Eligibility for the Reading and Mathematics MCA-Modified is determined for each subject separately. The MCA-Modified may be appropriate for a student with disabilities if all of the following requirements have been met:

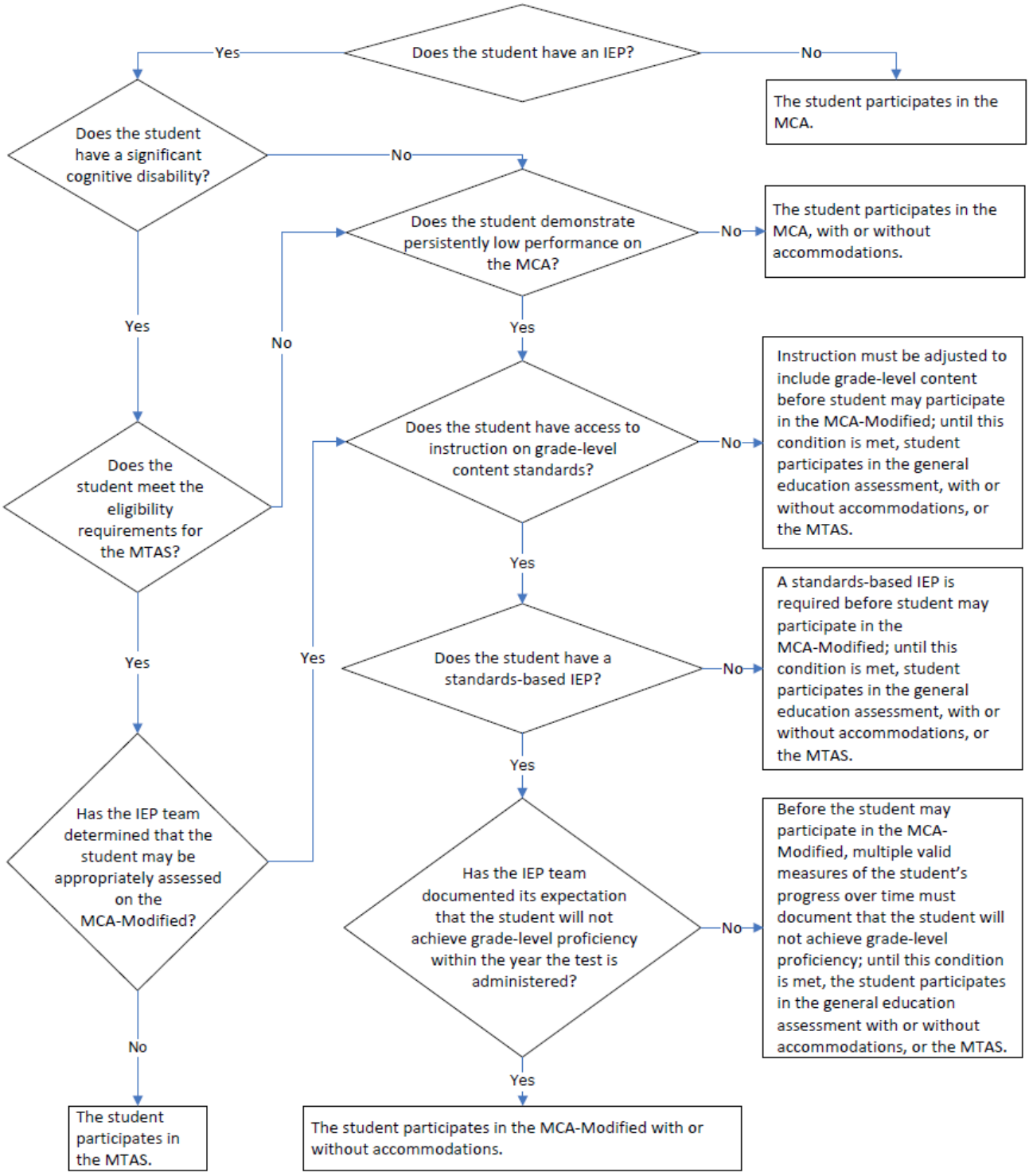
1. The student demonstrates persistently low performance as defined by performance at the lowest achievement level (Does Not Meet the Standards) on the MCA and/or MTELL for the past 2 years. Although not a requirement, IEP Teams may also consider students who were administered the MTAS in the previous year if other eligibility requirements are met; generally, students considered for the MCA-Modified achieved Meets or Exceeds the Alternate Achievement Standards in the previous administration.

2. The student has access to instruction on grade-level content standards.

3. The student has an IEP based on grade-level content standards in the content area(s) being assessed by MCA-Modified.

4. The IEP team determines that the student is highly unlikely to achieve proficiency on the grade-level content standards within the year the test is administered, even with specially designed instruction.
 - Objective and valid data from multiple measures should be collected over time to confirm that the student is not likely to achieve proficiency on grade-level content standards within the year. Examples of objective and valid measures include state assessments, district-wide assessments, curriculum-based measures and other repeated measures of progress over time.
 - Appropriate accommodations, such as assistive technology, are provided as needed on evaluations of classroom performance, and the student's accommodation needs are carefully considered before the IEP team makes a determination that the student is not likely to achieve proficiency on grade-level content standards.

Decision-Making Process for the MCA-Modified



MTAS Eligibility Requirements

The IEP team is responsible for making annual decisions about student participation in the statewide assessment program. The MTAS, an alternate assessment for students with the most significant cognitive disabilities, is one component of that program. The MTAS is designed to appropriately measure progress toward state standards for students who meet each of the criteria listed below.

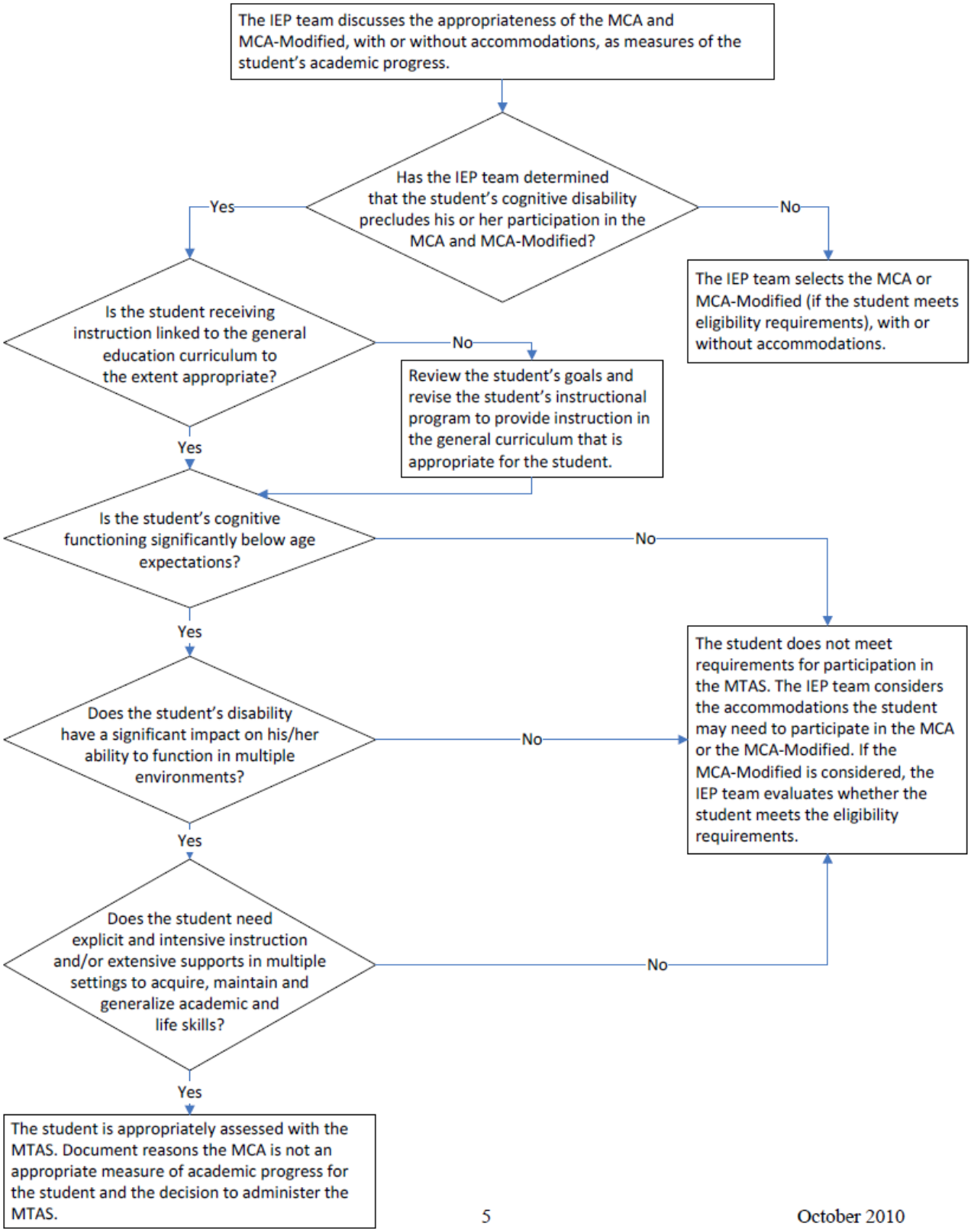
The MTAS may be appropriate for a student with a significant cognitive disability if all of the following requirements have been met:

1. The IEP team first considered the student's ability to access the Minnesota Comprehensive Assessment (MCA), with or without accommodations. For reading and mathematics, the IEP team also considered the student's eligibility for the MCA-Modified.
2. The IEP team reviewed the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, then the IEP team must review the student's goals and determine how access to the general curriculum will be provided.
3. The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school and community.
4. The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home and community environments.
5. The IEP team documented, in the IEP, reasons the MCA would not be an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

The careful use of this document will help IEP teams ensure that participation decisions are **NOT** made based on the following factors:

- the student's disability category;
- placement;
- participation in a separate, specialized curriculum;
- the expectation that the student will receive a low score on the MCA or MCA-Modified;
- language, social, cultural or economic differences; or
- a concern for Adequate Yearly Progress (AYP) calculations.

Decision-Making Process for the MTAS



Glossary of Frequently Used Terminology

ACCOMMODATIONS
Changes in assessment administration such as setting, scheduling, timing, presentation format, response mode, etc., that do not change the construct intended to be measured by the assessment or the meaning of resulting scores. Used for equity, not advantage.

ACCESS
Active engagement in learning the content and skills of the general education curriculum.

ADEQUATE YEARLY PROGRESS (AYP)
A provision of the federal ESEA legislation that requires schools, districts and states to demonstrate, based on test scores, that students are making academic progress.

APPROPRIATE INSTRUCTION
Instruction that (1) meets the child's unique needs resulting from the disability and (2) allows the child to participate and make progress in the general education curriculum.

ASSISTIVE TECHNOLOGY
A device or service that is used to increase, maintain or improve the functional capabilities of a student with a disability.

CURRICULUM-BASED MEASURES
Assessments that mirror instructional materials and procedures related to the curriculum resulting in an ongoing process of monitoring progress in the curriculum and guiding adjustments in instruction, remediation, accommodations or modifications provided to the student.

DISABILITY CATEGORY
Individuals with Disabilities Education Act (IDEA) specifies 13 disability categories: mental retardation, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, multiple disabilities and developmental delay.

EXPLICIT AND INTENSIVE INSTRUCTION
During explicit instruction, skills are taught sequentially and directly. No assumptions are made about what students might acquire on their own. Intensive instruction is most often achieved in an individual and/or small group setting.

EXTENDED STANDARDS
Content standards that have been reduced in depth, breadth and complexity while maintaining the essence of that standard.

EXTENSIVE SUPPORTS
Supports may include an array of services provided by school personnel, such as augmentative and adaptive communication systems and assistive technology devices. Supports may be considered extensive if they require specific instruction and ongoing teacher support.

GENERAL EDUCATION CURRICULUM
The body of knowledge and range of skills that all students in the state are expected to master. Minnesota school districts determine their curriculum, which must align to the Minnesota K-12 Academic Standards.

GRADE-LEVEL CONTENT STANDARDS
Statements of the subject-specific knowledge and skills schools are expected to teach students at each grade level.

MULTIPLE ENVIRONMENTS
Indicates more than one of the environments in which the student spends a typical day (i.e., home, school and community).

PERSISTENTLY LOW PERFORMANCE
For the purposes of eligibility for the MCA-Modified, persistently low performance is defined as performance in the lowest achievement level on the MCA in one or more content areas for the past two years.

PROFICIENCY
Level of knowledge or skills that demonstrates a mastery level of achievement. For ESEA accountability purposes, a student who earns an achievement level of meets or exceeds the standards is considered proficient on the Minnesota Academic Standards.

PLACEMENT
Where a student with a disability will receive special education services; decided by an IEP team.

SIGNIFICANTLY BELOW AGE EXPECTATIONS
Significantly below the average cognitive functioning of typically developing peers; determined by:

- At least "two standard deviations below the mean, plus or minus one standard error of measurement" (Minn R. 3525.1333) on a standardized norm-referenced measure of cognitive functioning; OR
- When formal cognitive assessments are inappropriate or invalid, other data-based measures may be used to document functioning significantly below age expectations consistent with IDEA Sec 614(d)(1)(A)(i)(VI)(bb).

SPECIALIZED CURRICULUM
A curriculum differing from that for non-disabled students (e.g., a life skills curriculum).

STANDARDS-BASED IEP
A process and a document that is framed by the state standards and that contains goals aligned with, and chosen to facilitate, the student's achievement of grade-level academic achievement standards.

VALIDITY
The appropriateness or correctness of inferences, decisions or descriptions made about individuals, groups or institutions from test results. There is no such thing as a generally valid test. Validity must be considered in terms of the correctness of a particular inference.

Minnesota Department of Education

FAQs About the New MCAs for 2011: Mathematics MCA-III and Reading and Mathematics MCA-Modified

General

- **What is the Mathematics MCA-III?**
 The Mathematics MCA-III is the new math test that replaces the Mathematics MCA-II for grades 3-8. It is aligned with Minnesota's 2007 Math Academic Standards and comes in two modes, online and paper-pencil. Most schools will administer the online version. Some schools with limited computer lab capacity will administer the paper-pencil version.

- **What is the MCA-Modified?**
 The MCA-Modified is a set of reading and mathematics alternate assessments based on modified achievement standards that is positioned between the MTAS and the MCA. The MCA-Modified is available in grades 5-8 and high school. It measures achievement on the Minnesota Academic Standards, but achievement standards for this assessment will be set separately from the MCA. Participation in the MCA-Modified is limited to students whose IEP team determines they meet the eligibility requirements for the test (see Student Eligibility below for more information). Please see the next question for information on administration modes for the MCA-Modified.

- **What administration modes are available for each test?**
 See the following table:

Assessment	Grade	Administration Mode	
		Paper	Online
Reading MCA-II	3-8, 10	x	
Reading MCA-Modified (new)	5-8, 10	x	
Mathematics MCA-II	11	x	
Mathematics MCA-Modified (new)		x	
Mathematics MCA-III (new)	3-8	x	x
Mathematics MCA-Modified (new)	5-8		x

- **Can districts administer the grades 5-8 Mathematics MCA-Modified on paper?**
 The grades 5-8 Mathematics MCA-Modified will be available only online. The only exceptions are the large print and Braille accommodated versions. However, the Mathematics MCA-III can be administered online or on paper.

- **Why isn't there a Science MCA-Modified?**
 States are not required to have an alternate assessment based on modified achievement standards. MDE has determined that the MCA-Modified is most essential in the content areas that are included in AYP calculations.

DRAFT

- **What kinds of items are on the MCA and MCA-Modified tests?**
 The mathematics tests have a variety of item types (see table below). All mathematics tests have multiple-choice items. In addition, some have gridded response or technology-enhanced items. The reading tests have only multiple-choice items.

Subject	Assessment	Grade	Mode	Item Type		
				Multiple Choice	Gridded Response	Tech-Enhanced
Math	MCA-III	3-8	Online	x		x
		3-4	Paper	x		
		5-8		x	x	
	MCA-II	11		x	x	
	MCA-Modified	5-8	Online	x		
Reading	MCA-II	3-8, 10	Paper	x		
	MCA-Modified	5-8, 10		x		

- **What are the technology-enhanced items on the Mathematics MCA-III?**
 In technology-enhanced items, students interact with item content by selecting objects, moving objects and selecting points on a line or graph.

- **How is the MCA-Modified different from the MCA?**
 The MCA-Modified has items and passages that have been modified to increase their accessibility for students with disabilities. Here are some of the modifications:
 - Three rather than four answer options
 - Reading passages with fewer words, lower DRP ranges and embedded test items
 - Additional graphics on math items
 - Formulas frequently included with math items
 - Key words presented in boldface

- **How will the achievement standards of the MCA-Modified and the MCA compare?**
 Both the MCA and the MCA-Modified measure performance on the Minnesota Academic Standards. While the content standards for the MCA-Modified are the same as for the MCA, the cut scores and corresponding achievement-level descriptions for the MCA-Modified will be independent of those for the MCA. Achievement standards for the MCA-Modified and Mathematics MCA-III will be set after the first operational administrations of these tests in 2011. The process is called standard setting.

- **What is standard setting?**
 Setting performance standards, often called "standard setting," is the process states use to establish achievement levels and the cut scores that will be used to separate one achievement level from another. In Minnesota, it's the process used to establish the four achievement levels used for reporting the performance of Minnesota's students in accord with the requirements of the Elementary and Secondary Education Act (ESEA) and the cut scores that mark the boundaries between the achievement levels.

- **How do students taking the MCA or the MCA-Modified meet graduation requirements?**
 The high school MCA and MCA-Modified serve as the accountability test for Title I ESEA and the graduation test for students. If a student meets or exceeds the standards on the MCA or MCA-Modified, then the student has met the state graduation requirement for the subject.

 Graduation-Required Assessment for Diploma (GRAD) items are embedded in the MCA assessment, so students taking the MCA in grades 10 and 11 have two opportunities to meet graduation requirements. They can obtain a score that meets or exceeds the standards on the MCA or obtain a passing score on the GRAD items. Students in grades 10 and 11 who do not meet the graduation requirements when they first take the MCA can take the GRAD retest as often as every other month (or as often as made available by the district, but not to exceed every other month).

 Unlike the MCA, the MCA-Modified has no GRAD items embedded in it. Students who are not proficient on the high school Reading or Mathematics MCA-Modified can take the GRAD retest. If a student with an IEP does not fulfill the reading or mathematics graduation requirement by being proficient on the MCA-Modified or by achieving a scale score of 50 on the GRAD retest, the IEP team can establish an individual passing score. The IEP team can set the individual passing score on the initial administration of the MCA-Modified or on a GRAD retest.

 For more information on graduation requirements, please see Chapter 2 of the *Procedures Manual for the Minnesota Assessments* available on the MDE website at http://education.state.mn.us > Accountability Programs > Assessment and Testing > DAC Corner > Policies, Procedures, and Guidelines.

Student Eligibility for MCA-Modified

- **Is the eligibility process that was used for the 2010 MCA-Modified field test the same one that will be used for the 2011 MCA-Modified?**
 Participation in the 2010 embedded MCA-Modified field test was based on special education status and past performance on assessments. For the 2011 MCA-Modified, a student's IEP team uses the *Alternate Assessment Eligibility Guidelines* to determine if a student is eligible to participate in the MCA-Modified. Eligibility is determined separately for reading and mathematics. The eligibility requirements are located at http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > Alternate Assessments.

- **Do students taking the MCA-Modified need to have standards-based IEPs before they can take this assessment?**
 Yes, students taking the MCA-Modified assessment must have IEPs that include annual goals based on grade-level content standards for each content area (reading and/or mathematics) assessed by the MCA-Modified.

- **When will training on standards-based IEPs be available?**
 Throughout the year, MDE has presented numerous awareness trainings and presentations on standards-based IEPs to targeted groups. New web-based training on topics related to standards-based IEPs will be available on the MDE website at http://education.state.mn.us > Learning Support > Special Education > Evaluation and Program Planning > Statewide Assessment for Students with Disabilities. Additional content and tools will be added during the

next year. Schools and districts can start work on standards-based IEPs now by ensuring that IEP Teams:

- Have access to and understand the Minnesota academic content standards for reading and mathematics.
- Have multiple sources of student data available when developing students' present levels of academic achievement and functional performance (PLAAFP). This data will provide a solid baseline from which to develop IEP goals based on academic content standards.
- Include members who understand the academic content standards for the content area being assessed (reading, mathematics or both) and understand the scope and sequence in which the standards will be delivered in the general education curriculum.
- Have a clear understanding of the eligibility requirements posted on the MDE website at http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > Alternate Assessments.

For more information about training on writing standards-based IEP goals, contact Debra Price-Ellingstad at debra.price-ellingstad@state.mn.us.

- **How long do standards-based IEP goals need to be in place before the MCA-Modified is administered?**
 The 2007 ESEA regulations do not specify how long standards-based IEP goals must be in place before the administration of the MCA-Modified. Section 200.1(f)(2)(iii) of the regulations requires that a state's guidelines for IEP Teams ensure that a student who is assessed based on modified academic achievement standards has access to the curriculum, including instruction, for the grade in which the student is enrolled.

 Even though the ESEA regulations do not specify how long a student needs to have a standards-based IEP in place before taking the MCA-Modified, the IEP team must obtain "objective and valid data from multiple measures…over time to confirm that the student is not likely to achieve proficiency on grade-level content standards within the year." (*Alternate Assessment Eligibility Requirements*, page 2). The collection of these data would be greatly facilitated by standards-based IEP goals that are in place for a reasonable period of time prior to the determination that the MCA-Modified is the most appropriate assessment for the student.

- **How do we know if a student has demonstrated persistently low performance for the past two years and is eligible for the MCA-Modified?**
 MDE is developing a list ("Student Status for Potential MCA-Modified Participation") to help IEP teams determine if a student is eligible to take the MCA-Modified based on the first criterion of the eligibility requirements — student demonstrates persistently low performance (scoring at the lowest achievement level on the MCA [Does Not Meet the Standards] for the past two years). The list will include the Title I assessment results for the most recent two years for all special education students in grades 5-8, 10 and 11 that are in your district's current MARSS enrollment data. Students who are identified as persistently low performing in a subject are eligible to take the MCA-Modified test for ESEA accountability purposes if other eligibility requirements are also met. This list will have a look and feel similar to the Graduation Data List and be available at the Educator Portal at the end of October.

- **If a student does not have two years prior MCA or MTELL test scores, can they take the MCA-Modified?**
 Most students taking the MCA-Modified will have MCA or MTELL data that indicates an achievement level of "Does Not Meet Standards" for the past 2 years. For students taking the grade 10 reading assessment or the grade 11 mathematics assessment, the most recent previous assessment records are used, usually from grades 7 and 8.

 For a student who doesn't have a MCA or MTELL score in one or two of the past two years (not enrolled, absent, medical excuse, test invalidated), IEP teams must consider all other eligibility requirements and the assessment results available to them before concluding that the MCA-Modified is the appropriate assessment for this student. The district should maintain all documentation supporting decisions to administer the MCA-Modified.

 For a student who was administered the MTAS in the previous year, the IEP team may consider participation in the MCA-Modified if other eligibility requirements are met; generally, students considered for the MCA-Modified achieved "Meets" or "Exceeds the Alternate Achievement Standards" in the previous administration.

- **Can an IEP team consider test scores from other states when looking at a student's test scores from the past two years?**
 If the district has a record of two years' performance in the lowest achievement level on another state's accountability test, the IEP team may consider the MCA-Modified as long as the student meets all other eligibility requirements. The district should maintain all documentation supporting decisions to administer the MCA-Modified.

- **Will a student who takes the MCA-Modified in 2011 continue to take the MCA-Modified after 2011? Can a student go back to taking the MCA?**
 Eligibility for the MCA-Modified is determined annually and each year the IEP team is required to start the eligibility process with a consideration of the appropriateness of the MCA. If the IEP team determines that the student no longer meets all of the eligibility requirements (e.g., the student demonstrates a likelihood of meeting proficiency on grade-level content standards within the year), the student should take the MCA, not the MCA-Modified.

- **What percent of students with IEPs will take the MCA-Modified?**
 Although only 2 percent* of proficient scores included in AYP proficiency calculations may be obtained via the MCA-Modified, all students who meet the eligibility criteria may take the MCA-Modified. The IEP team should determine which assessment is most appropriate for each student with an IEP, and their decision should not be based on concerns about AYP calculations.

 *More than 2 percent of proficient scores included in AYP may come from the MCA Modified if a district is below the 1 percent cap for the MTAS, and then only by the amount it is below the 1 percent cap. (See Section G of the Modified Academic Achievement Standards Non-Regulatory Guidance, July 20, 2007, available at http://www2.ed.gov/policy/speced/guid/modachieve-summary.html.)

 For more information on how AYP calculations are determined, please contact the MDE NCLB Division at mde.nclb@state.mn.us.

Test Administration

- **What are the testing windows for each test?**

Grades 3-8 Mathematics MCA-III Online: Mar 28 – May 20	*Grades 5-8 Mathematics MCA-Modified:* Mar 28 – May 20
Grades 3-8 Mathematics MCA-III Paper and Reading MCA-II: Apr 11 – 29	*Grades 5-8 Reading MCA-Modified:* Apr 11 – 29
High School Reading and Mathematics MCA and MCA-Modified: Apr 12 (Gr. 10 & 11, Segments 1 & 2)* Apr 13 (Gr. 10 & 11, Segments 3 & 4)* Make-ups: Apr 20 & 21 and Apr 26 & 27	

* The high school tests are used for both accountability and diploma purposes.

For more information, please reference the 2010-2011 Testing Schedule available at the Testing Calendars section of the MDE website at http://education.state.mn.us > Accountability Programs > Assessment and Testing > DAC Corner > Testing Calendars.

- **Can the MCA-Modified and the MCA be administered together so that a student taking the MCA-Modified is not singled out?**
 The test materials and directions for these two tests will be written so that students taking both assessments can be tested together. The same *Test Monitor Directions* will be used for both assessments.

 There are two exceptions:
 - Students using a mathematics script (grades 5-8 or 11) or CD accommodation (grade 11 only) need to test separately from students taking the regular form of the tests. However, students listening to the CD accommodation on headphones can take the MCA or MCA-Modified in the same room as students taking the regular form of the tests. However, if the CD is played aloud or a script is read for small groups, each group will require its own testing location since the test items will vary from form to form.
 - Districts administering the grades 5-8 Mathematics MCA in paper mode need to test separately from students taking the MCA-Modified.

- **What are other scheduling considerations for the online administration of the grades 3-8 Mathematics MCA and grades 5-8 Math MCA-Modified?**
 - Districts schedule the test sessions in the testing window.
 - While each district sets its own schedule, MDE asks that it give consideration to a schedule that is in the best interest of the students. Administering the entire test on one day might seem efficient, but it might also be overly demanding for some students.
 - Districts can arrange their test schedule around computer availability. An entire class of students can pause the test, take a break (e.g., for lunch) and return to the test a later time.
 - Individual students can pause anywhere in the test and resume at a later time.
 - There will be defined sections within the test. Once each section is completed, the student may not return to those items. Seal codes will not be used to

separate these sections. Rather, the student will be asked if they have completed the section and are ready to move forward.
 - Some of these sections in the test will divide calculator items from non-calculator items.
 - A district's **estimated** testing dates for computer-delivered tests are collected electronically during the test session management and setup. **Actual** testing dates are collected when testing begins.
 - All testing must be conducted before the testing window closes.
 - If a student moves into the district after a test was scheduled and has not yet taken the test, the student should make up the test if the state's testing window is still open.

- **What is the estimated test administration time for the grades 3-8 Mathematics MCA-III and grades 5-8 Mathematics MCA-Modified?**
 Estimated test administration times will be available in the *Procedures Manual for the Minnesota Assessments 2010-2011,* which will be posted in fall 2010 to http://education.state.mn.us > Accountability Programs > Assessment and Testing > DAC Corner > Policies, Procedures, and Guidelines.

- **What accommodations are available for students taking the online Mathematics MCA test?**
 The 2011 online Mathematics MCA will not have accommodated materials for the online forms; instead, students who need accommodations, such as Braille, large print, audio and script will need to take a paper version of the Mathematics MCA. Student responses to the Mathematics MCA will be recorded on the appropriate answer document for the grade and test. Completed answer documents will be returned to Pearson for scoring. The answers on accommodated forms are not transcribed into the online form like the Science MCA or Mathematics MCA-Modified. Students with these accommodations will follow the same test schedule as the other students in the school they attend.

- **What accommodations are available for students taking the MCA-Modified?**
 Large print and Braille versions will be available for the Reading and Mathematics MCA-Modified in 2011. For mathematics grades 5-8, student responses will need to be transcribed into the online test.

 In addition, a mathematics script will be available for grades 5-8 and 11, accommodated audio will be available for mathematics grades 5-8, and a CD will be available for mathematics grade 11.

 For more information on accommodations and transcribing responses, please see Chapter 5 of the *Procedures Manual for the Minnesota Assessments* available on the MDE website at http://education.state.mn.us > Accountability Programs > Assessment and Testing > DAC Corner > Policies, Procedures, and Guidelines.

- **What audio options will be available for the online mathematics assessments (grades 3-8 MCA-III and grades 5-8 MCA-Modified)?**
 Audio will be available for all students taking the grades 3-8 Mathematics MCA and grades 5-8 Mathematics MCA-Modified so students taking these tests need to have headphones available. For MCA, the audio will be self-start, which means that the student will need to select "Play" to hear the audio. The audio will read all questions but will only read the answer options that are

statements or words (e.g., "Circle" or "The mean will increase."). It will not read answer options that have labels (e.g., 12 inches).

For the MCA-Modified, the audio will play automatically for each item; it will read the question and all answer options (unless the answer options are numerical only). The MCA-Modified will also have accommodated audio available that will read the question, describe all charts, graphs, and figures, and all answer options (unless the graphics or answer options contain numerical text only). Consider using the non-accommodated audio built into the test first. The accommodated audio may be appropriate only for students who need the graphics described. There are many students who will not benefit from the accommodated audio because of the greater language load. The accommodated audio **should not** automatically be selected for all students who used a mathematics script or CD in the past.

- **Are calculators allowed for the online mathematics assessments (grades 3-8 MCA-III and grades 5-8 MCA-Modified)?**
 Most of the test items will be calculator accessible; however, calculators are not allowed for some items. Non-calculator items will be in separate sections of the test. For all other items, a built-in calculator will be available for each item. The online calculator for grades 3-6 is a four-function calculator; for grades 7 and 8, it is a scientific calculator.

 Handheld calculators are not allowed on the online administration of the Mathematics MCA and are allowed only as an accommodation in an individual setting for MCA-Modified. Please contact mde.testing@state.mn.us or refer to Chapter 5 of the *Procedures Manual for the Minnesota Assessments* for questions about calculator usage.

- **Are calculators allowed for the grade 11 Mathematics MCA-Modified?**
 A calculator can be used on all segments on the grade 11 MCA-Modified test. See Chapter 8 of the *Procedures Manual for the Minnesota Assessments* for types of calculators allowed and calculator use information. The manual is available on the MDE website at http://education.state.mn.us > Accountability Programs > Assessment and Testing > DAC Corner > Policies, Procedures, and Guidelines.

- **Will there be new formula sheets for the Mathematics MCA-III?**
 There are new formula sheets for the Mathematics MCA-III in grades 5-8. Formula sheets will be available in TestNav, the software used to deliver the online tests. For grade 11, the formula sheet will be included in the test book. Grades 3-4 do not have formula sheets.

 Formula sheets are posted on MDE's website under the MCA Manuals and Directions section of the MDE website: http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > MCA > MCA Manuals and Directions.

- **Will formula sheets be available for the Mathematics MCA-Modified?**
 Yes, the same formula sheets for the Mathematics MCA can be used for the MCA-Modified. Formula sheets for the MCA-Modified are posted on MDE's website under the MCA Manuals and Directions section of the MDE website (http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > MCA > MCA Manuals and Directions). For grades 5-8, the formula sheets will also be available in TestNav. For grade 11, the formula sheet will be included in the test book.

Resources

- **When will item samplers be available for the Mathematics MCA-III?**
 MDE is developing scorable item samplers for both the online and paper versions. They will be available in late fall at the PearsonAccess website (www.pearsonaccess.com/mn > Support > Resources > Item Samplers). Each online item sampler will have multiple-choice items and technology-enhanced items representing a variety of benchmarks and strands. The samplers will run in TestNav so that students can use the audio, calculator, tools and other functions.

 Additionally, there are activities in Perspective for Families and Perspective for Teachers that are aligned to Mathematics MCA-III benchmarks. Links to the Perspective websites are available on PearsonAccess.

- **When will item samplers be available for the MCA-Modified?**
 MDE is developing paper item samplers that will represent a variety of item modifications and content covered for each grade and subject. These samplers will be available this winter for reading and grade 11 mathematics at the Alternate Assessment – Item Samplers section of the MDE website (http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > Alternate Assessments > Alternate Assessments – Item Samplers).

 Scorable online item samplers that use TestNav will be available for the grades 5-8 Mathematics MCA-Modified this winter at PearsonAccess (www.pearsonaccess.com/mn > Support > Resources > Item Samplers). Students will be able use the audio, calculator, tools and other functions.

 MDE has posted some sample items in a paper format to the Alternate Assessment – Item Samplers section so that teachers and other administrators can see the general format of the modified assessment and the item modifications before the complete item samplers are available. For mathematics, a few samples for grade level are available that represent a range of content and modifications. For reading, one grade 8 reading passage with embedded items is available.

- **Will out-of-test tutorials be available to help students become familiar with the online mathematics tests (grades 3-8 MCA-III and grades 5-8 MCA-Modified)?**
 There will be a grades 3-4 tutorial for the Mathematics MCA-III and a grades 5-8 tutorial for both the Mathematics MCA-III and Mathematics MCA-Modified. The tutorials will show students how to log in to TestNav using the information on the student authorization tickets. They will also show students how to use the audio, calculator, tools and other functions.

 MDE recommends that these tutorials be administered to students before the first day of testing and before students use the item samplers. The tutorials will be available this fall at PearsonAccess (www.pearsonaccess.com/mn).

- **Will in-test tutorials be available for the online mathematics tests (grades 3-8 MCA-III and grades 5-8 MCA-Modified)?**
 There will not be an in-test tutorial available for the Mathematics MCA-III. A short in-test tutorial will be available at the beginning of the Mathematics MCA-Modified.

- **Are test specifications available for the Mathematics MCA-III and MCA-Modified?**
 Draft test specifications for the Mathematics MCA-III are available at: http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > MCA > MCA Test Specifications.

 Draft test specifications for the Reading and Mathematics Modified are available at: http://education.state.mn.us > Accountability Programs > Assessment and Testing > Assessments > Alternate Assessments > Alternate Assessments – Test Specifications.

- **What directions will be available for test monitors?**
 MDE will prepare *Test Monitor Directions* that test monitors and other test administration staff should review before testing begins. The directions can be used for both the MCA and MCA-Modified.

<table>
<tr><th>Subject</th><th>Assessment</th><th>Grades</th><th>Mode</th><th>Test Monitor Directions Description</th></tr>
<tr><td rowspan="8">Math</td><td>MCA (online option)</td><td>3-8</td><td rowspan="6">Online</td><td rowspan="6">Test Monitor Directions for online assessments have two components.The first component will be similar to the Test Monitor Directions, Part I that are used for the Science MCA. The directions have general instructions for test monitors as they prepare to administer the test.The second component of the directions is projected on a screen for students. This will be similar to the Test Monitor Directions, Part II that are used for the Science MCA. It will include instructions on what materials students can have available during the test, how to use the student authorization tickets and test administration. These brief instructions will not include item functionality so that testing may start as soon as possible.There will be a single version of these directions for all grades of the Mathematics MCA and MCA-Modified. These directions will be posted well before the testing window opens.</td></tr>
<tr><td>MCA-Modified</td><td>5-8</td></tr>
<tr><td>MCA (paper option)</td><td>3-8</td><td rowspan="5">Paper</td><td rowspan="5">These directions, one for each grade, will be similar to the Test Monitor Directions that have been used in the past. They include the script that should be used and a description of the materials that are allowed.</td></tr>
<tr><td>MCA</td><td rowspan="2">11</td></tr>
<tr><td>MCA-Modified</td></tr>
<tr><td rowspan="2">Reading</td><td>MCA-II</td><td>3-8, 10</td></tr>
<tr><td>MCA-Modified</td><td>5-8, 10</td></tr>
</table>

DRAFT

NORTH CAROLINA

Representatives from the NCDPI Division of Accountability Services, in conjunction with the NCDPI Exceptional Children's Division, and based on final regulations, Federal Register (April 7, 2007), and non-regulatory guidance from the United States Department of Education, Title I for Improving the Academic Achievement of the Disadvantaged and Individuals with Disabilities Education Act (IDEA)-Assistance to States for the Education of Children with Disabilities have developed the following guidelines for participation in the ***NCEXTEND2*** EOG Alternate Assessments (reading and mathematics grades 3-8, science grades 5 and 8, and writing grades 4 and 7) based on modified academic achievement standards.

According to G.S. § 115C-105.20:

"The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance."

It is to this end that students should be placed in the most challenging and most appropriate assessment to ensure that all students are sufficiently challenged to realize their potential. It is the expectation that ALL students who participate in ***NCEXTEND2* EOG*s*** are receiving instruction in the grade level North Carolina *Standard Course of Study* (*SCS*) for the subject(s) in which the students are being assessed.

To determine student participation in the ***NCEXTEND2* EOG** (Grades 3-8 reading and mathematics, science grades 5 and 8, and writing at grades 4 and 7), the following eligibility requirements must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student **IS NOT** identified as having a significant cognitive disability;
- The student **IS NOT** receiving instruction in the NCSCS through the Extended Content Standards;
- The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade level proficiency within the school year covered by the IEP;
- The student's disability has precluded the student from achieving grade level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. **It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement.**);
- The student's IEP must include goals that are based on grade-level content standards and provide for monitoring of student's progress in achieving those goals; and
- The nature of the student's disability may require assessments that are different in design.

A student may be assessed based on modified academic achievement standards in one or more subjects for which assessments are administered. Students eligible to take assessments based on modified academic achievement standards may be in any of the 13 disability categories listed in the IDEA. The decision to assess a student based on modified achievement standards must be reviewed annually as part of the IEP process. Based on Federal regulations for AYP calculations, the number of students achieving level 3 or higher when assessed using modified achievement standards must not exceed 2% of all students in the grades assessed for Reading and Mathematics. The decision to place a student in an assessment based on modified achievement standards must not preclude a student from earning a regular high school diploma.

Parents of these students, as part of the IEP team and as participants in the IEP process, are to be informed that their child's achievement will be measured (specific subjects) based on modified academic achievement standards.

July 2010

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS 2010–11

GRADES 3-8	GENERAL ASSESSMENT OPTIONS[1]		ALTERNATE ASSESSMENT OPTIONS[1]	
	General Test Administration	General Test Administration with Accommodations	*NCEXTEND2* EOG[2]	*NCEXTEND1*[2]
Measured North Carolina *Standard Course of Study* (NCSCS) Content	Grade Level	Grade Level	Grade Level	Extended Content Standards
Academic Achievement Standards (Cut scores)	Grade-Level Academic Achievement Standards[3]	Grade-Level Academic Achievement Standards[3]	Grade-Level Modified Academic Achievement Standards[4]	Alternate Academic Achievement Standards[5]
Test Format Reading and Math Grades 3–8 Science Grades 5 and 8	Multiple-Choice	Multiple-Choice	Modified Multiple-Choice[6]	Performance Tasks
Eligible Students[6]	All Students	Students who are LEP who meet specific criteria,[7] students with disabilities who have an IEP or a Section 504 Plan, and students with a transitory impairment	Students with disabilities (who have a current IEP) and meet specific criteria[6]	Students with disabilities (who have a current IEP) and meet specific criteria[6]

[1] North Carolina does not provide any general assessment or alternate assessment in a language other than English.
[2] Eligible students participate with or without accommodations.
[3] ***Grade-Level Academic Achievement Standards***: Academic achievement standards are aligned with grade-level content and set forth the expectations of student performance.
[4] ***Grade-Level Modified Academic Achievement Standards***: Modified academic achievement standards are aligned with grade-level content for the grade in which the student is enrolled, but differ in complexity from grade-level academic achievement standards.
[5] ***Alternate Academic Achievement Standards***: Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the NCSCS and are expectations of student performance that differ in complexity from grade-level academic achievement standards.
[6] The modified multiple-choice format consists of three answer choices instead of four.
[7] Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities	
NCEXTEND2 EOG	• The student must have a current IEP. • The student **DOES NOT** have *only* a current Section 504 Plan. • The student, if identified as limited English proficient (LEP), must also have a current IEP. • The student **IS NOT** identified as having a significant cognitive disability. • The student **IS NOT** receiving instruction in the NC*SCS* through the Extended Content Standards. • The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP. • The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. **It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement.**). • The student's IEP must include goals that are based on grade-level content standards and provide for monitoring of the student's progress in achieving those goals. • The nature of the student's disability may require assessments that are different in design.
NCEXTEND1	• The student must have a current IEP. • The student is enrolled in grades 3–8 according to the student information management system (i.e., NC WISE). • The student is instructed in the North Carolina *Standard Course of Study* Extended Content Standards in **ALL** assessed content areas. • The student has a SIGNIFICANT COGNITIVE DISABILITY (i.e., exhibits severe and pervasive delays in **ALL** areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care). The vast majority of students with disabilities do not have a significant cognitive disability. The ***NCEXTEND1*** is **NOT** appropriate for students who: • Are being instructed in ANY or ALL of the general grade-level content standards of the North Carolina *Standard Course of Study*; • Demonstrate delays only in academic achievement; • Demonstrate delays due primarily to behavioral issues; or • Demonstrate delays only in selected areas of academic achievement.
Specific Eligibility Criteria for Students Identified as Limited English Proficient	
Accommodations	• To be eligible for accommodations for state tests of reading, mathematics, or science, students identified as limited English proficient (LEP) must have: ○ scored below Level 5 Bridging on the reading subtest of the W-APT™ or ACCESS for ELLs®.

Note: Students identified as LEP who are in their first school year in U. S. schools are exempt from the administration of the end-of-grade test in reading at grades 3–8 **IF** they have scored below Level 4.0 Expanding on the state-identified English language proficiency reading placement test (GCS-C-021 [16 NCAC 6G .0312]).

July 2010

NORTH CAROLINA TESTING PROGRAM ASSESSMENT OPTIONS 2010–11

GRADES 9–12	GENERAL ASSESSMENT OPTIONS[1]		ALTERNATE ASSESSMENT OPTIONS[1]
	General Test Administration	General Test Administration with Accommodations	*NCEXTEND1*[2]
Measured NC *Standard Course of Study* (NCSCS) Content	Grade Level/Course	Grade Level/Course	Extended Content Standards
Academic Achievement Standards (Cut scores)	Grade-Level/Course Academic Achievement Standards[3]	Grade-Level/Course Academic Achievement Standards[3]	Alternate Academic Achievement Standards[4]
Test Format End-of-Course	Multiple-Choice	Multiple-Choice	
Test Format Reading, Math, Science Grade 10 (Alternate Assessment Only)			Performance Tasks
Test Format Writing Grade 10	Extended Informational Response	Extended Informational Response	Performance Tasks
Eligible Students[5]	All Students	Students who are limited English Proficient (LEP) who meet specific criteria,[5] students with disabilities who have an IEP or a Section 504 Plan, and students with a transitory impairment	Students with disabilities enrolled at grade 10 who have a current IEP and meet specific criteria[5]

[1] North Carolina does not provide any general assessment or alternate assessment in a language other than English.
[2] Eligible students participate with or without accommodations.
[3] ***Grade-Level/Course Academic Achievement Standards***: Academic achievement standards are aligned with grade-level or course content and set forth the expectations of student performance.
[4] ***Alternate Academic Achievement Standards***: Alternate academic achievement standards are aligned with the grade-level Extended Content Standards of the North Carolina *Standard Course of Study* and are expectations of student performance that differ in complexity from grade-level academic achievement standards.
[5] Specific eligibility criteria are listed on page 2 of this document.

Specific Eligibility Criteria for Students with Disabilities	
NCEXTEND1	• The student must have a current IEP. • The student is enrolled in grade 10 according to the student information management system (i.e., NC WISE). • The student is instructed in the North Carolina *Standard Course of Study* Extended Content Standards in **ALL** assessed content areas. • The student has a SIGNIFICANT COGNITIVE DISABILITY (i.e., exhibits severe and pervasive delays in **ALL** areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care). The vast majority of students with disabilities do not have a significant cognitive disability. The ***NCEXTEND1*** is **NOT** appropriate for students who: • Are being instructed in ANY or ALL of the general grade-level content standards of the North Carolina *Standard Course of Study*; • Demonstrate delays only in academic achievement; • Demonstrate delays due primarily to behavioral issues; • Demonstrate delays only in selected areas of academic achievement; or • If in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).
Specific Eligibility Criteria for Students Identified as Limited English Proficient	
Accommodations	• To be eligible for accommodations for state tests of reading, mathematics, and/or for courses in which an end-of-course test is required, students identified as limited English proficient (LEP) must have: o scored below Level 5 Bridging on the reading subtest of the W-APT™ or ACCESS for ELLs®. • To be eligible for accommodations on the writing assessment at grade 10, students identified as LEP must have: o scored below Level 5 Bridging on the writing subtest of the W-APT™ or ACCESS for ELLs®.

Note: Students identified as LEP who are in their first school year in U. S. schools are exempt from the administration of the English I end-of-course test **IF** they have scored below Level 4.0 Expanding on the state-identified English language proficiency reading placement test (GCS-C-021 [16 NCAC 6G .0312]).

NORTH DAKOTA

North Dakota Alternate Assessment 2
2010-11 Test Directions Manual

The North Dakota Alternate Assessment 2 (NDAA2) is used for assessing the academic achievement of students with persistent learning difficulties, who are served under IDEA. This assessment is based on modified achievement standards.

NORTH DAKOTA STATE ASSESSMENT PROGRAM

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

NDAA2 Test Directions Manual Contents~

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This symbol means the information is of **VERY HIGH IMPORTANCE.**



This symbol means that there is something you need to **DO.**

ND Alternate Assessment 2 Test Directions Manual © ND Department of Public Instruction 2010-11

Who Is This Assessment For?

The North Dakota Alternate Assessment 2 (NDAA2) is for students with persistent cognitive difficulties who will be assessed against modified achievement standards.

What is considered "persistent learning difficulties"?
Students with persistent learning difficulties are generally recognized as students who have ongoing difficulty achieving a level of expected performance in general education without intervention and modification of learning environment, instructional delivery, or scholastic content.
Some or all of the following criteria relate to students with persistent learning difficulties.

- Student demonstrates persistent and long-lasting learning impairments.
- Student demonstrates an enduring learning deficit rather than just a developmental lag.
- Student typically does not make grade-level progress in a chronological year.
- Student requires intervention programs of greater duration and intensity than those normally offered in the regular classroom.
- Student is served under IDEA and has an Individual Education Program (IEP) plan.
- Student may be eligible to take an alternate assessment based on modified achievement standards if the IEP team makes that determination based on the prescribed criteria for the North Dakota Alternate Assessment 2 (NDAA 2).

See also: Assessment Flowchart for IEP Team Decisions at
http://www.dpi.state.nd.us/speced/resource/alternate/IEPfl owchart.pdf

Guidelines: Individual Educational Program Planning Process at
http://www.dpi.state.nd.us/speced/guide/iep/index.shtm

Training Assistance: Use the following power point in combination with this manual to understand the requirements of the NDAA2

DO

For a Power Point Presentation of information regarding the NDAA2 go to the DPI website at www.dpi.state.nd.us/speced/resource/alternate/index.shtm and download the Power Point for use locally.

Who makes the determination on which assessment option is right for a student?

All decisions regarding which assessment option a student with disabilities participates are the responsibility of each individual student's IEP team. The decision must be made annually and documented appropriately in the student's IEP.

Guidelines on Assessment Participation Options

School districts in North Dakota will administer achievement tests annually to all students in grades 3–8 and 11 in mathematics and reading, and in grades 4, 8, and 11 in science. The results of the assessment will provide useful information about instructional strengths and weaknesses relative to the North Dakota content standards. Test results will be used by the State of North Dakota for accountability purposes under the *No Child Left Behind Act of 2001*.

North Dakota State Assessment System Participation Options:
Federal and State law require that all students participate in the state assessment system. In North Dakota, students will participate under five general options described below.

1. **North Dakota State Assessment (NDSA)** under standard conditions
 Most students will participate in the NDSA under standard conditions, following instructions read to them by the test administrator from the *Test Directions* document.

2. **North Dakota State Assessment (NDSA) with accommodations**
 Some students will participate in the NDSA with the aid of accommodations. Accommodations are allowed for a student with disabilities who is served on an individualized education program (IEP) or on a Section 504 plan when the accommodations are documented in the student's education plan, used in the course of his or her educational program, and permitted by the state's assessment system.

 These accommodations allow a student to access and complete the paper-based NDSA in a manner that provides consistent accessibility and allows the student to demonstrate what he or she knows and is able to do.

3. **North Dakota Alternate Assessment 2 (NDAA2)**
 If it is not appropriate for the student to participate in the NDSA (with or without accommodations) or in the NDAA1, and the student meets all three criteria listed below, the student will use the NDAA2, the State's assessment for students with persistent learning difficulties.
 Criteria for NDAA2:
 • The student has persistent learning difficulties that prohibit

him or her from making grade-level academic achievement in the time frame covered by the annual IEP; **and**

• The student participates in the general education curriculum with ongoing supports and services from special education; **and**

• The student's curriculum is so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught.

4. **North Dakota Alternate Assessment 2 (NDAA2) with appropriate accommodations,** as permitted by the State for large scale assessment
If the IEP team determines that all three criteria for the NDAA2 are met and the student's IEP identifies a specific accommodation for use in the general education curriculum, the accommodation will be used when the student participates in the NDAA2, unless that accommodation is not permitted by the State.

See *ND Test Coordinator's Manual -Appendix E. (located at: http://www.dpi.state.nd.us/testing/assess/manual09.pdf*
for requirements regarding *valid assessment accommodations, a discussion of accommodations and modifications, and consequences to the school for allowing the student to use modifications that are not permitted by the State.

*The same assessment accommodation rules apply whether the student is taking the NDSA or the NDAA2.

5. **North Dakota Alternate Assessment 1 (NDAA1)**
If it is not appropriate for the student to participate in the NDSA (with or without accommodations) or the NDAA2 and the student meets all three criteria listed below, the student will use the NDAA1, the State's assessment for students with significant cognitive disabilities. Only a small number of students will use the NDAA1.
Because of the nature of this instrument, no accommodations are used with the NDAA1. That is to say that the NDAA1 is in and of itself considered an accommodation.

Criteria for NDAA1:

• The student's cognitive ability and adaptive behavior prevent completion of part or all of the general curriculum, course of study, and/or content standards; **and**

• The student requires extensive, frequent, and individualized instruction in multiple settings in order to maintain or generalize skills necessary to function at home, in the community, and during recreation/leisure and vocational activities; **and**

• The student's curriculum is so individualized that neither the NDSA nor the NDAA 2 will reflect what the student is being taught.

Note: One participation option may be appropriate for assessing all content areas. However, as deemed appropriate by the student's IEP team, the student may be assessed using more than one participation option. That is, one of the above participation options may be appropriate for assessment of one content area, and a different participation option may be appropriate for the other content area(s). For example, the NDSA with accommodations may be appropriate for reading, the NDAA2 for math, and the NDAA2 with accommodations for science.

Important Documents for the Decision Process

DO

The state provides tools to assist IEP Teams in making these decisions.
The following three documents should be used by teams for this purpose.
Download these five documents and use them to guide the IEP decision making process. View the sixth document.

NOTE: All documents related to the NDAA2 are located on the NDAA webpage at: **http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm**

1. ***2010-2012 Parent Brochure*: *Students with Disabilities and the North Dakota State Assessments- Information for Parents and Educators*** is updated yearly and needs to be handed out at each annual IEP meeting and used as a tool for discussion between parent(s) and educators (see above web address for this brochure).

2. ***NDAA2 Teachers Checklist***: this checklist will help the teacher walk through the process and not miss any steps along the way. Download one per student taking the NDAA2.

3. The ***Flowchart for IEP Team Decisions*** provides a flowchart of questions for the IEP team to follow in making decisions about different options.

4. ***Side-By-Side*** Comparison of the NDAA1 and NDAA2: this document compares the NDAA1 and NDAA2 point by point in a side-by-side fashion.

5. **NDAA2 Accommodations Worksheet**: this worksheet is used only for students taking the NDAA2.

6. **Standards-Based IEP Power Point**: View this power point before writing IEP goals. Standards based goals are required for all students taking the NDAA2.

Flowchart for IEP Team Decisions

Each year a student's IEP Team is required to make annual-informed decisions concerning participation in the ND state assessment. This flow chart was created to assist teams in this process.
It is very important to keep parents informed. The "*Students with Disabilities and the North Dakota State Assessments*" **parent brochure** should be handed out to parents and educators at every student's annual IEP meeting. This brochure is updated yearly and can be found on the NDDPI website at:
www.dpi.state.nd.us/speced/resource/alternate/index.shtm

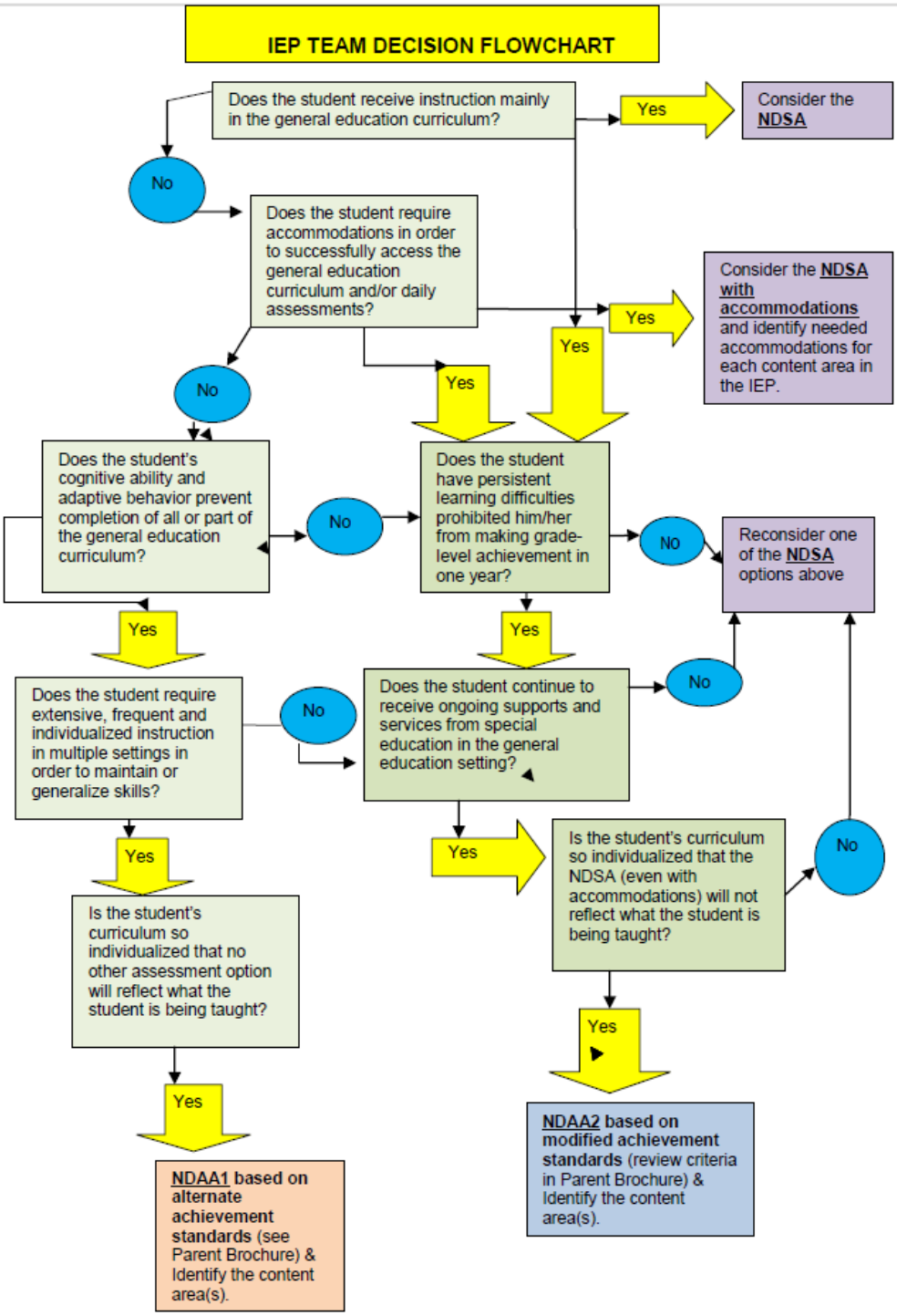
North Dakota State Assessment Options:

1. ND State Assessment with no accommodations
2. ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan (these must be allowable accommodations)
3. The ND Alternate Assessment 1 (NDAA1) for students with severe cognitive disabilities served under IDEA
4. The ND Alternate Assessment 2 (NDAA2) for students with persistent learning difficulties served under IDEA
5. A combination of the above in different content areas

Note: Students with limited English proficiency should use allowable accommodations (see ND Assessment Accommodations manual) at www.dpi.state.nd.us/testing/assess/AppendE.pdf
Students on 504 Plans should follow the accommodations identified in their 504 Plan regarding testing (see ND Accommodations manual - section two).

When making annual determinations regarding the state assessment it is necessary to ask some questions. Please follow the attached "IEP Decision Flowchart" as you answer these questions for each content area being assessed on the State Assessment.

1. Does the student receive instruction mainly in the general education setting? ___Yes ___ No
 (See flowchart)
2. Does the student require accommodations in order to successfully access the general curriculum and/or daily assessments? ___ Yes ___ No
 (See flowchart)
3. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? ___ Yes ___No
 (See flowchart)
4. Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills? ___ Yes ___ No
 (See flowchart)
5. Is the student's curriculum so individualized that no general assessment will reflect what the student is being taught? ___Yes ___ No
 (See flowchart)
6. Have persistent learning difficulties prohibited him/her from making grade level achievement in one year? ___ Yes ___ No
 (See flowchart)
7. Does the student continue to receive ongoing supports and services from special education in the general education setting? ___ Yes ___ No
 (See flowchart)
8. Is the student's curriculum so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught? ___Yes ___ No
 (See flowchart)


IEP TEAM DECISION FLOWCHART
Does the student receive instruction mainly in the general education curriculum?
Yes
Consider the NDSA
No
Does the student require accommodations in order to successfully access the general education curriculum and/or daily assessments?
Yes
Consider the NDSA with accommodations and identify needed accommodations for each content area in the IEP.
No
Yes
Yes
Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum?
No
Does the student have persistent learning difficulties prohibited him/her from making grade-level achievement in one year?
No
Reconsider one of the NDSA options above
Yes
Yes
Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills?
No
Does the student continue to receive ongoing supports and services from special education in the general education setting?
No
Yes
Yes
Is the student's curriculum so individualized that no other assessment option will reflect what the student is being taught?
Is the student's curriculum so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught?
No
Yes
Yes
NDAA1 based on alternate achievement standards (see Parent Brochure) & Identify the content area(s).
NDAA2 based on modified achievement standards (review criteria in Parent Brochure) & Identify the content area(s).

Side By Side - NDAA1

Appropriate population: Students with severe cognitive disabilities (served under IDEA) and assessed against alternate achievement standards.

Criteria for participation:

1. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? AND
2. Does the student require extensive, frequent and individualized instruction in multiple settings, in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities? AND
3. Is the students' curriculum so individualized, that neither the general assessment or the NDAA2, will reflect what the student is being taught (even with accommodations)?

- If the answer to all three questions is yes, then the student should take the NDAA1.
- If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options* at http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm

Decision for participation:

This is the responsibility of the student's IEP team. It must be determined yearly and properly documented in the student's IEP.

Type of assessment:

Math and Reading*: Teacher selected items and anchor items requiring data on student performance and secondary-situational indicators based on best practices for students with severe disabilities. Parent Validation and Teacher Validation surveys are included.
*See specific type and directions in Science Activities Documents.

Can accommodations be used with this assessment?

No, the NDAA1 is in itself an accommodation by the individualized nature of the assessment.

IEP Documentation needed:

- Goals and objectives (based on grade-level content standards) are required on the student's annual IEP.
- Documentation on why this assessment option was chosen and why the general state assessment was not chosen.
- Specific documentation of which assessments are selected for what subjects (*if applicable).

Appropriate population: Students with persistent learning problems (served under IDEA) and assessed against modified achievement standards.

Criteria for participation:

1. Does the student have persistent learning problems that prohibit him/her from making grade-level academic achievement in the general education curriculum in the time frame covered by their IEP? AND
2. Does the student participate in the general education curriculum with ongoing supports and services from special education? AND
3. Is the students' curriculum so individualized that the general state assessment will not reflect what the student is being taught (even with accommodations)?

- If the answer to all three questions is yes, then the student should take the NDAA2.
- If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options at* http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm

Decision for participation:

This is the responsibility of the student's IEP team. It must be determined yearly and properly documented in the student's IEP.

Type of assessment:

50 multiple-choice grade-level questions in math and reading for grades 3, 4, 5, 6, 7, 8, and 11. 50 multiple choice grade-level questions for science in grades 4, 8, and 11.
25 multiple-choice grade level questions in language arts.

Can accommodations be used with this assessment?

Yes. The accommodations must be documented in the student's IEP, used during general education, and allowable in the state assessment system. See NDAA2 Accommodations Worksheet.

IEP Documentation needed:

- IEP goals (based on grade-level content standards) required, objectives are recommended.
- Documentation on why this option was chosen and why the general state assessment was not chosen.
- Other data that supports the need for "modified achievement standards" such as performance on

NDAA1 Cont.

Example: NDAA 2 for mathematics; NDAA 1 for reading and science.
* It is unlikely that students with significant cognitive disabilities will participate in the NDAA2, but there may be a rare circumstance where the IEP team may deem it appropriate.

Standards based IEP:

It is **required** that students that participate in the NDAA1 have standards based IEPs' (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.

Subjects and grades covered:

- reading/language arts 3-8 & 11
- mathematics 3-8 & 11
- science 4, 8, & 11

Testing Window:

The 2010-11 testing window will begin on November 15, 2010 and will end for math and reading/language arts on January 14th, 2011 at 5:00 pm.
Science will start at the same time, but close on January 28th, 2011 at 5:00 pm.

Where to find the latest updates:

Visit the NDDPI alternate assessment website at:
http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm

Changes for 2010-2011:

- The NDAA1 Science test (grades 4, 8, and 11) has new test items and procedures. See specific directions in Science Activities Documents.

NDAA2 Cont.

achievement tests, classroom tests, and other pertinent information.

- Accommodations needed (must be allowable on state assessment.
- Specific documentation of which assessment options are chosen for what subjects (example; NDAA 2 for mathematics; NDSA for reading and science).

Standards based IEP:

It is **required** that students that participate in the NDAA2 have standards based IEPs' (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.

Subjects and grades covered:

- reading/language arts 3-8 & 11
- mathematics 3-8 & 11
- science 4, 8, & 11

Testing Window:

The 2010-11 testing window will begin on November 15th, 2010 and end at 5:00 pm on December 17th, 2010.

Deadline for documenting accommodations in student's IEP is November 14th, 2010.

Where to find the latest updates:

Visit the NDDPI alternate assessment website at:
http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm

Changes for 2010-2011:

- There are no changes in the NDAA2 assessment (other than some new test items).

OHIO

Eligibility Guidelines
Assessment Based on Modified Achievement Standards (AA-MAS)

General Considerations for Participation in AA-MAS (All must apply before proceeding)

- Eligibility for participation in the AA-MAS is determined on a **subject-by-subject** basis by the IEP teams.
- IEP teams including parents shall consider general education assessment participation, with or without accommodations for students, **before** considering participation in the AA-MAS.
- IEP teams shall clearly establish that, even with allowable and appropriate accommodations on the general assessment, students cannot demonstrate their achievement of the full range of the academic content standards.
- Evaluations of classroom performance must first exhaust all appropriate accommodations to determine the student cannot achieve proficiency on the grade level standards.
- Students may still be eligible for the AA-MAS even if they demonstrate some proficiency on grade level content using instructional accommodations and/or modifications.

Specific Eligibility Requirements (All must be met to qualify for each content area of the AA-MAS)

1. Students must be persistently low performing as defined by the following:
 a. The lowest performance level for the past 2 years on the statewide general education achievement tests (Ohio and Minnesota) or in the bottom 2 performance levels for the past 2 years on the statewide general education achievement tests (Oregon) and
 b. The IEP team must determine the student will not meet proficiency on the grade level academic content standards within the year the test is administered even with intensive interventions. Documentation of multiple valid and reliable measures substantiates this decision and should be available for state review as requested. Curriculum-based measurement could be one example of measurement results collected consistently and over time.

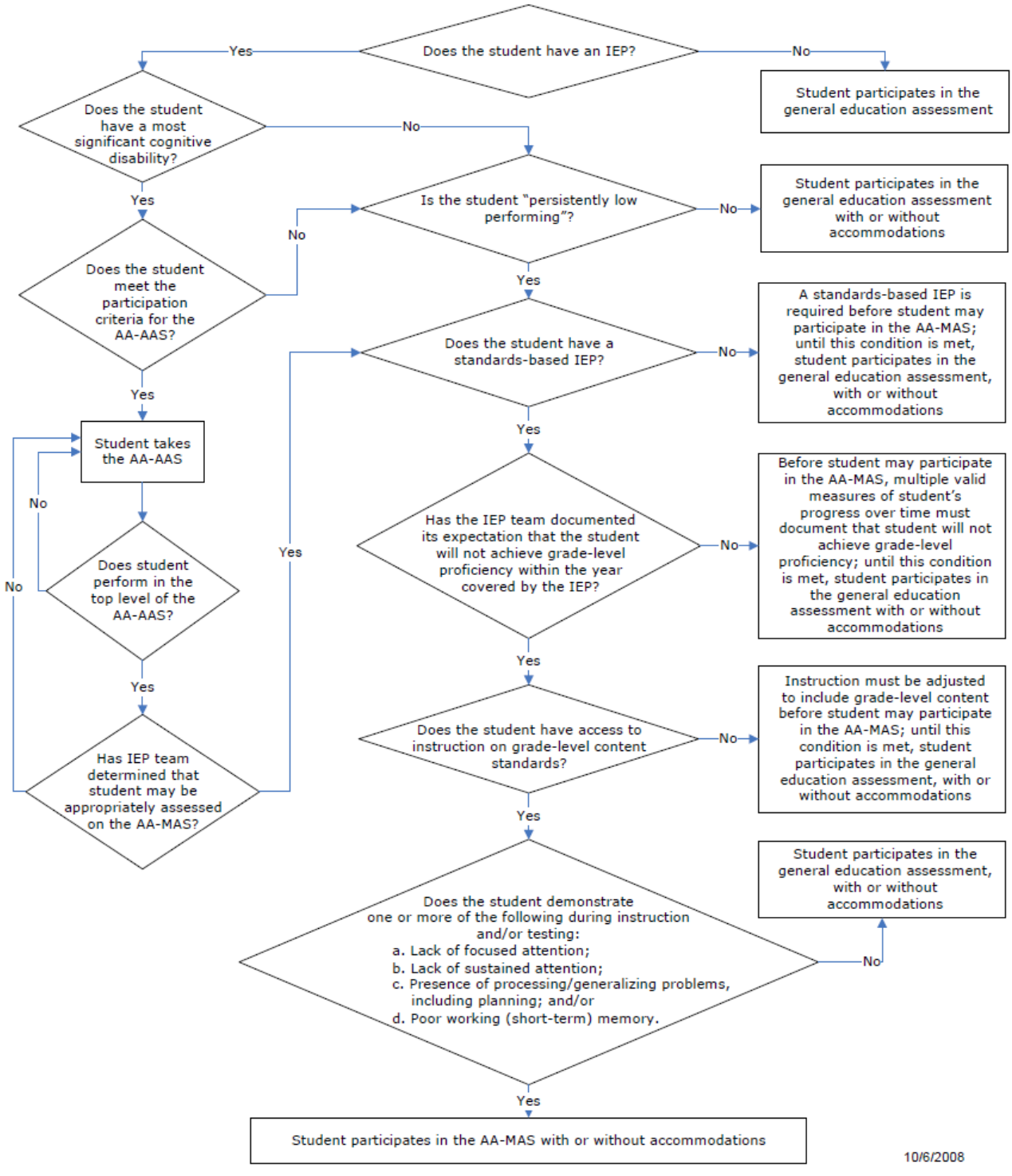
 OR

 Students may demonstrate the following:
 c. Top performance on the statewide AA-AAS and
 d. The IEP team has determined that the student
 i. Can adequately demonstrate achievement on the AA-MAS and
 ii. Should participate in the AA-MAS.
2. Students must have IEPs based on grade level academic content standards in the content areas being assessed by AA-MAS.
3. Students have access to grade level instruction but may demonstrate the following:
 a. Inadequate mastery of necessary pre-requisite skills,
 b. A need for an individualized pace, more intensity, or different instructional strategies.
4. Students must demonstrate one or more of the following characteristics during instruction and/or testing:
 a. Lack of focused attention;
 b. Lack of sustained attention;
 c. Presence of processing/generalizing problems, including planning; and/or
 d. Poor working (short term) memory.

10/9/08

Eligibility Guidelines for Modified Assessment based on Modified Achievement Standards

IEP teams including parents shall consider participation in general education assessments, with or without allowable and appropriate accommodations for students before considering participation in the Alternate Assessment based on Modified Achievement Standards (AA-MAS). Eligibility is determined on a subject-by-subject basis by the IEP teams.



OKLAHOMA



Criteria Checklist for Assessing Students with Disabilities on State Assessments
Oklahoma Core Curriculum Test (OCCT)
Oklahoma Modified Alternate Assessment (OMAAP)
Oklahoma Alternate Assessment Program (OAAP) Portfolio

Student:_____ **Grade:**_____

This form is intended to assist Individualized Education Program (IEP) teams in determining whether a student should participate in the OCCT, with or without accommodations, or in an alternate assessment based on modified achievement of the standards (OMAAP) with or without accommodations, a combination of OCCT and OMAAP with or without accommodations, or an alternate assessment based on alternate achievement of the standards (OAAP) Portfolio. **It is expected that only a small number of students with disabilities will participate in an alternate assessment (OMAAP or OAAP Portfolio).**

Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.

The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including:

- Previous performance on state assessments;
- Other assessments that document academic achievement; and
- The student's progress, to date, in response to appropriate instruction.

It **shall not** be based on:

- A particular disability category;
- The amount of time the student receives services in special education;
- The location of service delivery; or
- The fact that the academic achievement of the student is significantly below his/her same age peers.

For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student's current IEP and should be completed annually. The assessment decision must be documented on the student's IEP.

The next page provides a flowchart to help determine which assessment(s) will be appropriate for the student. OMAAP determinations must be made separately for each content area to be assessed.

Attachment A

Box A: **If the answer to any item in Box A is NO, go to Box E. If all answers in Box A are YES, proceed to Box B.**

Does the student's disability result in substantial academic difficulties?	Yes	No
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?	Yes	No
Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards?	Yes	No

⇩

Box E: **The student does not qualify for an alternate assessment (OMAAP or OAAP Portfolio). The regular assessment, with or without accommodations, is the most appropriate assessment for the student.**

_____Mathematics
_____Reading
_____Science
_____Social Studies
_____Geography
_____Writing (Grades 5 and 8)
_____Algebra I
_____English II
_____Biology I
_____U.S. History

⇨

Box B: **Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum? If no, go to Box C if yes, go to Box D.**

⇩

Box C: **If the answer to any item in Box C is no, go to Box E. If all answers are yes, the student qualifies for the OMAAP assessment, go to Box F.**

The IEP team is reasonably certain that the student, even if he/she is receiving access to grade level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.	Yes	No
The student received evidence-based response to intervention and continues to progress below grade level achievement based on classroom assessments or other valid measures.	Yes	No
The student scored at the Unsatisfactory level on the previous year's Oklahoma Core Curriculum Test (OCCT) in reading/language arts, mathematics or, science? *	Yes	No

⇩

Box F: **The student qualifies for the Modified assessment. (Check all subjects that apply):**

_____Mathematics
_____Science
_____Reading
_____English II
_____Algebra I
_____Biology I
_____U.S. History

⇨

Box D: **If the answer to any item in Box D is NO, go to Box C. If all answers in Box A and D are YES, the student qualifies for the OAAP Portfolio in all subjects assessed.**

Does the student have a significant cognitive disability?	Yes	No
Do the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum?	Yes	No
Do the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the students IEP goals and short-term objectives and/or benchmarks?	Yes	No
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?	Yes	No

*Scoring Satisfactory on the previous year's OMAAP does not preclude a student from participating in the OMAAP for the current year. When OCCT scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify students.

PENNSYLVANIA

GUIDELINES FOR IEP TEAMS:

Assigning Students with IEPs to State Tests (ASIST)

Developed in Collaboration:

Bureau of Special Education

and

Bureau of Assessment and Accountability

Revised June 2010

pennsylvania
DEPARTMENT OF EDUCATION

IEP Team Recommendations for Participation in PA State Assessments

Introduction:

There are three basic reasons for including all students with disabilities in State assessment and accountability systems. First, it is established law. The Individuals with Disabilities Education Act (IDEA) and Title I of the ESEA each require *all* students with disabilities to be included in State assessment systems. In addition, the prohibition against exclusion from participation or denial of benefits to, or discrimination against, individuals with disabilities contained in section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act applies to State assessment and accountability systems. ESEA (section 1111(b)(2)) further requires that assessment results for all students (and students in specified subgroups, including students with disabilities) who have been enrolled in a school for a full academic year be used in calculating AYP for the school, and that the assessment results of all students who have been in a local educational agency (LEA) for a full academic year be used in calculating AYP for the LEA and the State.

Second, students with disabilities benefit instructionally from participating in State and district-wide assessments. Including students with disabilities in accountability systems has resulted in parents, teachers and administrators paying more attention to grade-level standards and ensuring that students with disabilities have access to the general education curriculum and have an opportunity to learn grade-level content.

Third, to ensure that appropriate resources are dedicated to helping students with disabilities succeed, appropriate measurement of their achievement needs to be part of the accountability system. By including all students in State accountability systems, schools pay attention to the performance and progress of *all* students; educating students with disabilities becomes a shared responsibility of both general and special education teachers.

In Pennsylvania, there are five options for test participation of students with disabilities:

1. The PSSA
2. The PSSA with accommodations
3. The PSSA-Modified (Reading and Math grades 4-8, 11; Science grades 8, 11)
4. The PSSA-Modified with accommodations (Reading and Math grades 4-8, 11; Science grades 8, 11)
5. The PASA

IEP Team Recommendations for Participation in PA State Assessments

I. Important considerations:

1. These decisions apply *ONLY* to students with disabilities whose disability requires specially designed instruction. That is, only students with IEPs; *NOT* students with 504 Plans.
2. *MOST* students with IEPs should aim for taking the PSSA with or without accommodations. The alternate assessment options are intended only for *VERY FEW* students with IEPs.
3. The PSSA-M is a *GRADE LEVEL* test. It can be less cognitively complex and shorter than the PSSA; however, students must still perform grade level skills in Math, Reading and Science.
4. Unlike assignment to the PASA, which requires students to take the PASA version of all subject area tests, assignment to the PSSA-M is *SUBJECT SPECIFIC*. For example, IEP teams might decide that a student take the PSSA-M Math test and the PSSA-M Science test with or without accommodations but the student will take the standard PSSA Reading test (with or without accommodations).
5. Recommendations for assessment assignment occur YEARLY. The decision about which statewide accountability assessment the student will take rests solely with the IEP team. Students with disabilities must participate in the statewide accountability assessment but assignment to the assessment may change from year to year, based on the student's past performance and IEP team decisions.

II. Consequences of test assignment decisions:

1. Student Consequences

 There are NO consequences *for the student* taking an alternate assessment

 a. No consequences with respect to test score/performance level related to taking the test with allowable accommodations
 b. No consequences with respect to high school graduation
 c. No consequences with respect to eligibility for post-secondary education (community college; state college system)
 d. No consequences with respect to grade promotion/retention
 e. No consequences with respect to rewards for proficient or advanced performance on an alternate as opposed to the regular assessment

2. School/ District Consequences

 There *ARE* consequences *for the school or district* when IEP teams assign students to an alternate assessment

a. Although there is no limit on the number of students with IEPs who may take the PSSA-M, no more than 2% of the Advanced/Proficient scores in a district grade span used for calculating AYP may come from the modified assessment. If an LEA exceeds the 2% cap, the LEA is provided the opportunity to determine which students will be counted as *not Proficient* for purposes of AYP calculation only.

b. Although there is no limit on the number of students with IEPs who may take the PASA, no more than 1% of the Advanced/Proficient scores in a district grade span used for calculating AYP may come from the modified assessment. If an LEA exceeds the 1% cap, the LEA is provided the opportunity to determine which students will be counted as *not Proficient* for purposes of AYP calculation only.

c. Students with IEPs who score in the proficient range on the regular PSSA (with or without accommodations) are counted as *proficient* in the calculation of AYP. This is in addition to the students counted as proficient (up to 3% of students assessed at a grade span) on the alternate assessments. Schools or districts would benefit from assigning a LIMITED number of students to alternate assessments and having as many students with IEPs as possible take and score proficient on the regular PSSA. Over assigning students to alternate assessments may actually result in fewer students who are counted as proficient.

III. PSSA-M Participation Decision-Making Guidelines

It is important that IEP teams consider the positive impact on students, their families, and their teachers of setting high expectations for achievement. Most students with IEPs should be assigned to take the standard PSSA. In deciding whether a particular student should be assigned to the PSSA-M, the IEP team MUST take into account:

1. Opportunity to Learn Grade Level Content
 - ALL students should have the opportunity to learn grade level academic content. Evidence for opportunity to learn includes:
 - attendance data (the student must have been present for instruction);
 - grade-level standards-aligned IEP goals;
 - instructional accommodations and/or modifications;
 - intensive research-based interventions

2. Academic Achievement and Progress
 - Academic achievement and progress of ALL students should be closely monitored. Students eligible to take the PSSA-M should demonstrate:
 - a disability that precludes grade level proficiency despite intensive intervention/instruction
 - past academic progress that suggests that achieving grade level proficiency within one year is unlikely even with significant growth

IEP Team Recommendations for Participation in PA State Assessments

After thoughtfully reviewing the aforementioned considerations, consequences, and data sources for EACH student with an IEP, IEP teams should sequentially and systematically work through the PSSA-M Participation Decision Framework to recommend the appropriate state test assignment.

Decision Guidelines for Assignment to PSSA-M

- A student must meet 4 out of 4 criteria in order for an IEP team to recommend participation in the PSSA-Modified Math or PSSA-M Reading.
- If a student does not meet 4 out of 4 criteria for Math or Reading, IEP teams may consider recommending participation in the PSSA with accommodations.
- Given that a student's ability to access grade level science content may be significantly impacted by his/her math or reading ability, IEP teams may consider recommending participation in the PSSA-M Science if the student meets 4 out of 4 criteria for PSSA-M Math or PSSA-M Reading participation.
- Potential Evidence may include what is listed below but is not limited to those listed.

Criteria for PSSA-M Math and PSSA-M Reading Participation

Criteria	Guideline	Potential Evidence	Decision-Math		Decision-Reading	
			YES	NO	YES	NO
1. Ineligible for the PASA	Students considered for the PSSA-M *do not* have significant cognitive disabilities and *should not be* held to alternate achievement standards	• IEP • PASA Guidelines for Participation				
2. Standards-Aligned Grade Level Instruction	All students considered for the PSSA-M must have a grade level standards-aligned IEP that clearly documents that the student requires significant instructional accommodations and/or modifications to successfully access grade level content	In applicable subject area: • Standards-aligned IEP Goals • SDI documentation • Present levels documentation • Instructional accommodations and modification documentation/ evidence				
3. Persistent academic difficulties	Students considered for the PSSA-M have persistent academic difficulties despite having received intensive research-based interventions	In applicable subject area: • Progress monitoring data (CBM, CBA) • Intervention documentation				

Decision Guidelines for Assignment to PSSA-M

4. Lack of academic progress or growth	Students considered for the PSSA-M have established patterns of significantly low performance on multiple valid measures that indicates that *even if* significant growth occurs, achievement of grade level proficiency is unlikely	In applicable subject area: • State level assessment data: ○ Patterns of Below Basic performance on the PSSA ○ PVAAS projection to proficiency of less than 10% • District/School level assessment data: ○ Performance well below grade level on a norm-referenced achievement test • Grade level assessment data ○ Well below average performance on progress monitoring or other classroom assessment data				

- Did the student meet 4/4 criteria for participation in the PSSA-M Math? ☐ YES ☐ NO
- Did the student meet 4/4 criteria for participation in the PSSA-M Reading? ☐ YES ☐ NO
- Complete page 4 of the IEP form to indicate resulting assessment assignments.

Criteria for PSSA-M Science Participation

- Did the student meet 4/4 criteria for participation in the PSSA-Math? ☐ YES ☐ NO
 - If YES…

 Did the review of the guidelines and academic evidence for Math suggest that the student's math skills negatively impact his/her learning of science content, and he/she should therefore also participate in the PSSA-M Science test? ☐ YES ☐ NO
- Did the student meet 4/4 criteria for participation in the PSSA-Reading? ☐ YES ☐ NO
 - If YES…

 Did the review of the guidelines and academic evidence for Reading suggest that the student's reading skills negatively impact his/her learning of science content, and should he/she therefore also participate in the PSSA-M Science test? ☐ YES ☐ NO
- Complete page 4 of the IEP form to indicate resulting assessment assignment.

Decision Guidelines for Assignment to PASA

IV. Participation Guidelines for PASA

The PASA is appropriate for students who have significant cognitive disabilities and who require intensive instruction and extensive support in order to perform and/or participate meaningfully and productively in the everyday activities of integrated school, home, community, and work environments. These students require substantial modifications of the general education curriculum as well as instruction in areas not presently assessed by the PSSA.

The following questions should guide IEP teams in their decision-making regarding the PASA.

1. By September 1 of the school year in which this IEP will be operative, will the student be in grade 3, 4, 5, 6, 7, 8, or 11?	**Yes**	**No**
AND		
2. Does the student have significant cognitive disabilities?	**Yes**	**No**
AND		
3. Does the student require intensive instruction to learn?	**Yes**	**No**
AND		
4. Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?	**Yes**	**No**
AND		
5. Does the student require substantial modifications of the general education curriculum?	**Yes**	**No**
AND		
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students (i.e., different objectives, materials, or activities)?	**Yes**	**No**

If the answer was **"Yes"** to **all** of these questions, it would be appropriate for the IEP team to consider assigning the student to the ***Pennsylvania Alternate System of Assessment (PASA).*** If the answer was "**No"** to any of the above questions, the ***PASA*** is *not* the appropriate statewide assessment for the student.

Decision Guidelines for Assignment to PASA

V. Contacts

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street, 7th Floor
Harrisburg, PA 17126
717-783-6913

Pennsylvania Department of Education
Bureau of Assessment and Accountability
333 Market Street, 9th Floor
Harrisburg, PA 17126
717-705-2343

Data Recognition Corporation (DRC)
Customer Service
1-800-451-7849

PASA Project
University of Pittsburgh
5168 Wesley W. Posvar Hall
Pittsburgh, PA 15260
(412) 648-7363

GUIDELINES FOR IEP TEAMS:

IEP Revision Process for Students Taking the PSSA-M

Introduction

The purpose of this document is to provide information to IEP teams when a decision has been made for a student to take the PSSA-Modified (PSSA-M). There are five options for participation in state assessments for students with IEPs. These options include:

1. PSSA
2. PSSA with accommodations
3. PSSA-Modified (math and reading-grades 4-8, 11; science-grades 8,11)
4. PSSA-Modified with accommodations (math and reading-grades 4-8, 11; science-grades 8,11)
5. PASA

Following are important considerations for IEP teams:

- The PSSA-M is only an option for students with IEPs; NOT students with 504 plans.
- Although there is no limit on the number of students with IEPs who may take the PSSA-M, no more than 2% of the Advanced/Proficient scores in a district grade span used for calculating AYP may come from the modified assessment.
- The PSSA-M is a GRADE LEVEL test. It is only *slightly* shorter than the PSSA. Students must still perform grade level skills in the subject area(s) being assessed (math, reading, and/or science).
- In order to be considered for participation in the PSSA-M math, the IEP must contain standards aligned goals for math. In order to be considered for participation in the PSSA-M reading, the IEP must contain standards aligned goals for reading. In order to be considered for participation in the PSSA-M science, the student must meet 4 out of 4 criteria for PSSA-M Math *or* PSSA-M Reading, and that a student's ability to access grade level science content may be significantly impacted by his/her math or reading ability.
- Assignment to the PSSA-M is SUBJE CT SPECIFIC. Therefore, a child may take the PSSA-M math test with or without accommodations but take the standard PSSA reading and science tests (with or without accommodations).
- Recommendations for assessment assignment occur yearly, and the decision rests solely with the IEP team.

Revised June 8, 2010

Revising the IEP by Having a Meeting

1. Send INVITATION TO PARTICIPATE IN THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING OR OTHER MEETING form to the parent (standard procedures for the Invitation and IEP team meeting apply).
2. The IEP team discusses the eligibility information for participation in the PSSA-M located in the document: *GUIDELINES FOR IEP TEAMS: ASSIGNING STUDENTS WITH IEPS TO STATE TESTS (ASIST).*
3. Document the decision that the student will participate in the PSSA-M on the assessment page (Section IV of the IEP) for the appropriate subject area(s).
4. Document the revision on page 1 of the IEP form:
 a. Date of Revision(s)
 b. Participation/Roles
 c. IEP Section(s) Amended
5. Federal law mandates that upon the parent's request a parent must be provided with a revised copy of the IEP with the amendments incorporated. Best practice is to provide the parent with a copy before leaving the meeting.

Revising the IEP Without a Meeting

1. Federal law allows the public agency and parent to agree not to convene an IEP team meeting for the purpose of making changes to a child's IEP after the annual IEP team meeting for a school year, but instead may develop a written document to amend or modify the child's current IEP.
2. The LEA and parent discuss the eligibility information for participation in the PSSA-M located in the document: *GUIDELINES FOR IEP TEAMS: ASSIGNING STUDENTS WITH IEPS TO STATE TESTS (ASIST).*
3. Document the decision that the student participate in the PSSA-M on the assessment page (Section IV of the IEP) for the appropriate subject area(s).
4. Documentation must be provided on page 1 of the IEP: *The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:*
5. In addition to documenting how the decision was made to amend the IEP (e.g., date and time of a phone conversation), the IEP must also list the following information on page 1 of the IEP form:
 a. Date of Revision(s)
 b. Participation/Roles
 c. IEP Section(s) Amended
6. If changes were made to the IEP without a meeting the LEA must ensure that the child's IEP team is informed of the changes that were made.
7. Federal law mandates that upon the parent's request a parent must be provided with a revised copy of the IEP with the amendments incorporated. Best practice is to provide the parent with a copy in a timely manner after the changes were agreed upon.

Revised June 8, 2010

TENNESSEE

Eligibility Guidelines for Participation in TCAP MAAS

TCAP MAAS is an assessment option for students with disabilities enrolled in Grades 3-8. The following guidelines should be used by IEP Teams to determine if a student is eligible to participate in TCAP MAAS.

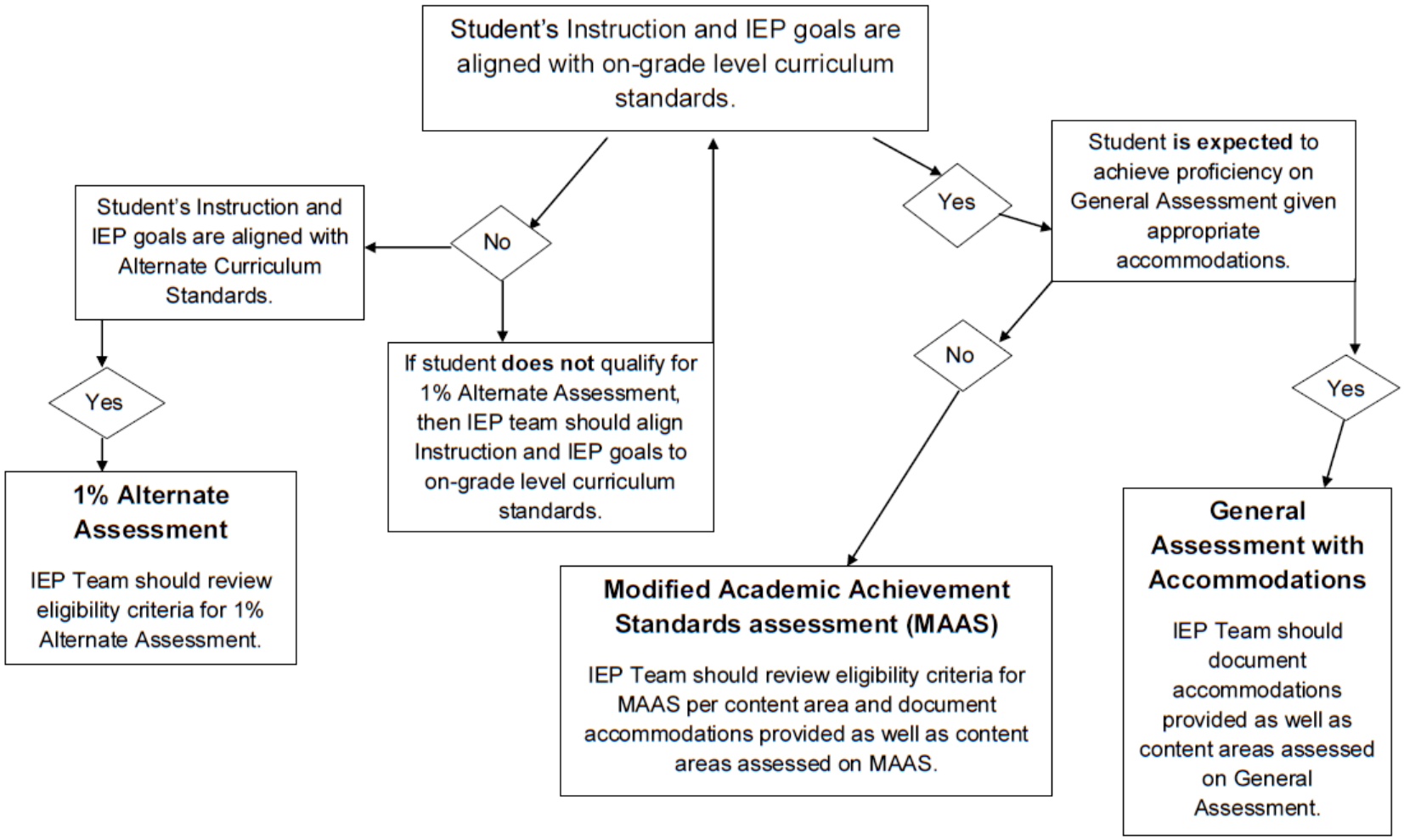
1. The student has an IEP based in the general curriculum standards.
 - Note: Functionally Delayed is not an IDEA recognized disability. A student whose primary disability is Functionally Delayed participates in TCAP MAAS, his/her scores will be considered non-proficient and he/she will be considered a non-participant for AYP purposes.
2. The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency.
 - The IEP Team must use multiple valid measures of student's progress over time in making this determination.
3. The student is not eligible for TCAP-Alt PA.
4. The decision for TCAP MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or Limited English proficiency.
5. The decision for TCAP MAAS participation is based on the needs of the student and is not based upon anticipated impact on system and/or school performance scores.

TDOE Updated 08/10

Statewide Assessments

Participation for Students with Disabilities

IEP Team Decision Flowchart



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
7th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0380

Tennessee's Statewide Assessment Based on Modified Academic Achievement Standards - TCAP-MAAS

Parent and School Initial Guidance

In April, 2007 the U.S. Department of Education announced an option for states to develop and administer an alternate statewide assessment based on Modified Academic Achievement Standards (MAAS) for students with disabilities. This assessment's purpose is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large-scale assessments. Tennessee has been awarded a General Supervision Enhancement Grant (GSEG) for an initiative that includes development of a modified academic achievement assessment, support and training for LEA implementation of the TCAP-MAAS and standards-based IEPs, data analysis, and ongoing program improvement activity. In Tennessee, the MAAS assessment for students with disabilities in grades 3 through 8 is intended to evaluate individual learning needs and yield results that more accurately reflect students' academic progress while also guiding instruction based on individual students' needs. Students' scores of Proficient or Advanced on the TCAP-MAAS may be included in AYP calculations, subject to a cap of 2% of all students assessed at the state and district levels.

What is a modified academic achievement standard?

A modified academic achievement standard is an expectation of performance that is challenging for eligible students, but is less difficult than a grade-level academic achievement standard and more demanding than alternate academic achievement standards. The level of performance to meet the academic achievement standard modifies expectations for mastery – not grade-level standards. Academic achievement standards are modified, not the content standards. A modified academic achievement standard is aligned with the state's content standards and describes the level of achievement which has been modified from the original academic achievement standard.

Who is eligible to take the TCAP- MAAS?

1. Students with a disability who are on an active IEP are eligible to take the MAAS.

2. Eligible students may have a disability in any of the Federal disability categories. **Note: The category Functionally Delayed is a State category, but a student CANNOT be excluded from participation in this assessment based on category of disability.** A student whose disability is classified as Functionally Delayed is eligible to participate in this assessment if determined eligible by the IEP team, but any proficient scores cannot be counted toward AYP. A student classified as Functionally Delayed taking the test would not count toward the 2% cap.

3. It is the decision of the IEP team whether or not a student with a disability should be assessed with the MAAS.

What must the IEP Team consider in determining whether or not a student should take the MAAS?

1. There should be evidence that the student's disability currently prevents reaching grade level proficiency. This means that the IEP team must look at data from multiple, valid measures of the student's progress over time which includes objective evidence of the effect of the disability on grade-level proficiency, progress to date in response to appropriate instruction, and progress toward meeting the annual goals based on grade-level academic standards.

2. The IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction specifically designed to address the student's individual needs, including special education and related services, he/she is not likely to achieve *grade level* proficiency in the year covered by the IEP.

3. The IEP team should consider whether or not the student may participate in the standard assessment with appropriate accommodations, and that these options have been exhausted.

What is required to ensure the student's IEP is appropriate and supports participation in the TCAP-MAAS?

1. The IEP must document annual goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards.

2. The IEP reflects curriculum and daily instruction that focuses on standards-based goals in the content area(s) in which the MAAS will be taken.

3. The IEP must reflect access to grade level curriculum.

4. The IEP reflects how the student's progress in achieving standards-based goals is to be documented and monitored.

5. Participation in the TCAP-MAAS must be an IEP team decision. Since parents are part of the team, they must be part of the decision making process. Additionally, they must be fully informed that their child's progress will be measured based on modified academic achievement standards.

6. Students who take the TCAP-MAAS are not precluded from attempting to complete the requirements for a regular high school diploma.

For more information, contact your school, your district special education office, your regional resource center, your field service center, or the Division of Special Education.

3-25-2009

TEXAS



ARD Committee Decision-Making Process for the Texas Assessment Program

Revised Reference Manual for the 2010–2011 Testing Year

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The Four Steps: Making Assessment Decisions

In order to make appropriate assessment decisions, the ARD committee should follow these steps. For students assessed with TAKS, TAKS (Accommodated), or TAKS–M, decisions about reading, mathematics, writing, ELA, science, and social studies must be considered separately. However, a student who meets the participation requirements for TAKS–Alt will take TAKS–Alt for all subjects assessed at the student's enrolled grade.

Step 1

Review the student's present level of academic achievement and functional performance (PLAAFP).

Step 2

Review the student's instructional plan, including accommodations, modifications, or supports the student will need in order to access the grade-level TEKS.

Step 3

Determine the appropriate assessment for the student: TAKS, TAKS (Accommodated), TAKS–M, or TAKS–Alt.

Step 4

Document the appropriate assessment, including the accommodations or supports the student will need during the assessment.

Step 1 of Making Assessment Decisions

> Review the student's present level of academic achievement and functional performance (PLAAFP).

All students who receive special education services must have statements in their IEPs detailing their present levels of academic achievement and functional performance. This PLAAFP is the basis of the IEP because it defines where a student currently is, both academically and functionally. PLAAFP statements can be created using various types of information, such as

- Formal Evaluation Data
 - ❑ Data from a Full Individual Evaluation (FIE) report
 - ❑ Performance on state assessments
- Classroom Data
 - ❑ Performance on previous IEP goals
 - ❑ Report card information
 - ❑ Classroom-based assessments
 - ❑ Behavior data, such as weekly progress reports
- Accommodations and Modifications
 - ❑ What has been provided?
 - ❑ What works and does not work?
- Parent Information
 - ❑ Changes in home environment
 - ❑ Outside tutoring
- Additional Supports
 - ❑ Related services, such as speech therapy or occupational therapy
 - ❑ Assistive technology

By reviewing the PLAAFP, the ARD committee should have a clear understanding of the student's performance in the grade-level TEKS, including the student's strengths, current areas of need, and accommodations, modifications, or supports the student has used.



More information about PLAAFP statements is offered through the Region 20 Education Service Center's free online training module titled "Standards-Based IEPs Goal Development Online Training 2009–2010," located at http://www.esc20.net/agcnetwork.

Step 2 of Making Assessment Decisions

> Review the student's instructional plan, including accommodations, modifications, or supports the student will need in order to access the grade-level TEKS.

An instructional plan takes into consideration a student's PLAAFP and the grade-level TEKS. It includes the student's goals and objectives, along with any accommodations, modifications, or supports a student will need in order to achieve these goals and objectives. The instructional plan provides a detailed look at how the student accesses the grade-level curriculum, specifically whether the student is receiving instruction in the

- grade-level TEKS (with or without accommodations)
- grade-level TEKS accessed through modifications (with or without accommodations)
- grade-level TEKS accessed through prerequisite skills



The Texas Essential Knowledge and Skills (TEKS) are located at http://www.tea.state.tx.us/teks.

Understanding the differences between accommodations and modifications is important when determining how the student accesses the grade-level curriculum. Accommodations do not reduce learning expectations. They provide a student access to grade-level instruction and assessment. Modifications, however, refer to practices that *do* change, lower, or reduce learning expectations. Although providing modifications may have the unintended consequence of reducing a student's opportunity to learn critical content, modifications may allow students to participate more meaningfully and productively in school learning experiences. The chart on the next page is designed to clarify the connection between the state assessments and instructional strategies that allow a student to access the grade-level curriculum.



Examples of accommodations and modifications used in the classroom are available through the Region 20 Education Service Center's free online training module titled "Standards-Based IEPs Goal Development Online Training 2009–2010," located at http://www.esc20.net/agcnetwork.

By reviewing the student's instructional plan, the ARD committee should have a clear understanding of how the student will access the grade-level curriculum. This is the basis for making appropriate assessment decisions.

Access to the Grade-Level Curriculum

Curriculum Format	Focus	Instructional Strategies	State Assessment
Grade-level TEKS	• Grade-level, state-mandated curriculum with or without accommodations as needed for student success • Student is responsible for all tested objectives and student expectations for each subject	• Shortening the length of classroom tests • Providing extra time to complete assignments • Formatting pages to help with clarity and visual organization • Providing additional notes, taped lectures, taped textbooks, manipulative materials, or other assistive technology to help student access information	• TAKS or TAKS (Accommodated)
Grade-level TEKS Accessed through Modifications and Accommodations	• TEKS instruction using modifications and accommodations that allow access to the grade-level, state-mandated curriculum • Student is provided with instructional modifications that address the learning styles and needs of students with disabilities • Student is responsible for all tested objectives for each subject	• Reducing the length of assignments and number of answer choices • Providing the student with a smaller teacher-student ratio during instruction • Reducing the complexity of vocabulary and sentence structure • Deleting extraneous information on assignments • Reducing the complexity of problems by limiting the number of steps in multi-step problems • Scaffolding skills or lessons to facilitate student understanding	• TAKS–M
Grade-level TEKS Accessed through Prerequisite Skills	• TEKS instruction focusing on academic prerequisite skills while addressing both real-life application of skills and the student's needs • Student is provided a specialized program with supports and structures that maximize student success	• Finding areas within the TEKS for the student to access using methods that emphasize the student's strengths • Providing the student with adult support as needed to access environments and activities • Finding real-life applications of assignments to maximize generalization of skills • Providing varying levels of cueing and prompting to ease the student toward independence • Using technology and communication devices that provide student with effective methods of response	• TAKS–Alt

Step 3 of Making Assessment Decisions

Determine the appropriate assessment for the student: TAKS, TAKS (Accommodated), TAKS–M, or TAKS–Alt.

Understanding the Assessment Options

To ensure that ARD committees are making informed and appropriate assessment decisions for students, committee members must be knowledgeable not only about the grade-level curriculum and how the student accesses it, but also about the differences between the state assessments. The following chart provides a brief description of the four assessment options. More information can be found in the Introduction of this manual under Components of the Student Assessment Program.

GENERAL ASSESSMENTS
TAKS This assessment is administered statewide on a specific date and measures a student's mastery of the grade-level TEKS. The format of the test is mainly multiple choice; however, there are also griddable mathematics and science items, open-ended reading responses, and a writing task for the writing and ELA assessments.
TAKS (Accommodated) This assessment is for students receiving special education services who meet the eligibility criteria for specific accommodations. It is administered statewide on a specific date and measures a student's mastery of the grade-level TEKS. TAKS (Accommodated) contains the same items as TAKS but does not include embedded field-test items. It also contains format changes such as larger font and fewer test items per page.
ALTERNATE ASSESSMENTS
TAKS–M This alternate assessment is for students receiving special education services who meet participation requirements for TAKS–M. It is administered statewide on a specific date. TAKS–M covers the same grade-level TEKS as TAKS, but has been changed in format and test design. These changes include larger font, fewer test items and answer choices, simplified sentence structure and vocabulary, deletion of extraneous information, and reduced complexity of graphics. In addition, on TAKS–M mathematics and science tests, there are no griddable items. On TAKS–M reading/ELA tests, there are no thematically linked selections or associated crossover questions, open-ended reading responses, and visual representations. **TAKS–Alt** This alternate assessment is for students receiving special education services who have a significant cognitive disability and who meet participation requirements for TAKS–Alt. It is administered statewide during a specific testing window. It involves teachers observing students as they complete assessment tasks that link to the grade-level TEKS. After observing students, teachers evaluate student performance based on the TAKS–Alt rubric and submit results through an online instrument. Teachers may submit test results at any time during the assessment window.



TAKS information booklets and released tests and items are located on the TEA Student Assessment website at http://www.tea.state.tx.us/student.assessment. *Information specific to TAKS–M is located on the TAKS–M Resources page at* http://www.tea.state.tx.us/student.assessment/resources/taksm. *Information specific to TAKS–Alt is located on the TAKS–Alt Resources page at* http://www.tea.state.tx.us/student.assessment/resources/taksalt.

Choosing the Assessment Based on Student Access

Assessment decisions are based on individual student needs as determined by the ARD committee; they should neither be determined administratively nor be based solely on a student's disability category or placement setting. Participation in the general assessments, TAKS or TAKS (Accommodated), should be the first consideration when determining the appropriate assessment for a student. The ARD committee must address the following:

- Does the student receive instruction in the grade-level TEKS for this subject with or without accommodations? If yes, then the student takes TAKS for this subject.
- Does the student receive instruction in the grade-level TEKS for this subject with specific accommodations that are allowed or approved for use on TAKS (Accommodated)? If yes, then the student takes TAKS (Accommodated) for this subject.
- Does the student access the grade-level TEKS for this subject through modifications? If yes, then the ARD committee should review the participation requirements for TAKS–M. If the student meets all of the participation requirements, the ARD committee may decide that the student's knowledge and skills for this subject can best be assessed with TAKS–M.
- Does the student have a significant cognitive disability that requires the student to access the grade-level TEKS through prerequisite skills? If yes, then the ARD committee should review the participation requirements for TAKS–Alt. If the student meets all of the participation requirements, the ARD committee may decide that the student's knowledge and skills can best be assessed with TAKS–Alt.

A significant cognitive disability is pervasive across all subjects; therefore, if TAKS–Alt is determined to be the appropriate assessment, the student will take TAKS–Alt for all subjects required for the student's enrolled grade. In some rare instances a student with a significant cognitive disability may access the grade-level curriculum through modifications for some subjects and through prerequisite skills linked to the grade-level TEKS for other subjects. When this occurs, the ARD committee must determine which assessment is best for this student overall, since a student cannot be assessed with TAKS–M in some subjects and TAKS–Alt in other subjects.



Module 1, "Overview of the TAKS–Alt Assessment," has information on selecting the appropriate assessment for students with significant cognitive disabilities. It is located at http://www.tea.state.tx.us/student.assessment/resources/taksalt.

The following pages include the participation requirements for TAKS–M and TAKS–Alt, as well as a chart to help ARD committees understand the differences between these requirements. In addition, several student scenarios are provided after Step 4 to assist ARD committees in making appropriate assessment decisions.

Changing the Assessment Decision During the School Year

The ARD committee has the responsibility to make appropriate assessment decisions based on the needs of the student. As part of the ongoing process of monitoring the special education program for a student, the ARD committee may feel the assessment decision made at a previous meeting needs to be revised because of a change in the student's instructional plan. This change may be due to a difference in how the student accesses the grade-level curriculum, a revision to the student's instructional goals, or the addition or removal of certain accommodations. Simply passing or failing a state assessment is not a sufficient reason to justify revising the assessment decision in the IEP.

An assessment decision may need to be changed when a student is dismissed from special education services. ARD committees must understand that a student who is dismissed from special education services must perform satisfactorily on TAKS, as only students receiving special education services are eligible to participate in TAKS (Accommodated), TAKS–M, or TAKS–Alt. An ARD committee should have confidence that a student who is dismissed from special education will be able to successfully complete all of the requirements for high school graduation, including satisfactory performance on the statewide exit level assessments.

Any changes to assessment decisions must be considered carefully because the requirements of different assessments may impact a student (e.g., SSI requirements for multiple testing opportunities, requirements for graduating on the Recommended or Distinguished high school program). The student must be given adequate time to learn the content that is included on the specific assessment that will be administered. In addition, since a TAKS–Alt assessment observation can be repeated until the student demonstrates a typical performance or to provide a generalization opportunity, adequate time for repeated observations will also need to be considered when TAKS–Alt is selected as the student's assessment. If the ARD committee decides that a previous TAKS–Alt student should now be assessed with TAKS–M, the student will need to be removed from the online system to avoid potential negative effects to AYP.

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

Descriptors for the Participation Requirements for TAKS–M

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year are assessed with TAKS–M.

Students qualifying for TAKS–M must first meet the description provided in the box at the left before the four bulleted requirements listed below are considered. It is important to keep in mind that TAKS–M is intended for a very small number of students and that the decision to administer TAKS–M is not based solely on disability category or placement setting, and is not determined administratively, but rather by the ARD committee.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

The student

- **needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS);**

Every student should have an IEP that reflects access to the grade-level TEKS, including documentation of the modifications and accommodations that the student needs during classroom instruction and assessment. Modifications are practices and procedures that change the nature of the task or target skill, while accommodations are intended to reduce or eliminate the effects of a student's disability but not reduce learning expectations.

- **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence;**

Multiple valid measures of evidence may include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.

- **meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt); and**

An example of a student who meets some but not all of the participation criteria of TAKS–Alt may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level skills.

- **requires an alternate form of TAKS that is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

The ARD committee has determined that even with accommodations, the student is unable to participate in TAKS, which includes TAKS (Accommodated). The student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAKS–M. This may include, but is not limited to, reduced number of items and answer choices or simpler vocabulary and sentence structure.

Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt)

Descriptors for the Participation Requirements for TAKS–Alt

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications are assessed with TAKS–Alt.

▶ Students qualifying for TAKS–Alt must first meet the description provided in the box at the left before the five bulleted requirements listed below it are considered. Significant cognitive disability is determined by the ARD committee and is not linked to a specific disability. The student must have a documented cognitive disability that affects intellectual potential.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills can best be assessed with TAKS–Alt if the student meets **all** of the following participation criteria.

▶ The way a student is routinely assessed (multiple choice or performance-based) should be considered when the ARD committee is determining a student's TAKS–Alt eligibility.

The student

- **requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills;**

▶ According to federal regulations all students must be assessed on grade-level curriculum. To access the TEKS students with significant cognitive disabilities may need specialized academic help as well as help throughout the day in areas such as expressing their needs, getting from place to place, eating lunch, negotiating social situations and/or taking care of personal needs.

- **requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills;**

▶ The student needs specialized instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.

- **accesses and participates in the grade-level Texas Essential Knowledge and Skills (TEKS) through activities that focus on prerequisite skills;**

▶ Access to the TEKS is mandated by the federal government. Students with significant cognitive disabilities may require access through prerequisite skills that are linked to the grade-level curriculum.

- **demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks; and**

▶ The student may be able to perform some paper-and-pencil tasks (tracing words, copying spelling words, completing simple worksheets, even writing simple phrases or sentences). However, these students are typically evaluated by methods other than paper and pencil, such as by observing student performance while the student manipulates items, verbalizes responses, eye gazes, or activates an augmentative communication device.

- **demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the student's abilities and needs.**

▶ The student may demonstrate academic skills by applying them in environments where the needed skill may naturally occur, such as the use of reading, math and science skills during a cooking activity in a kitchen.

Participation Requirements Comparison Chart

Requirement	TAKS–Modified	TAKS–Alternate
Federal Requirement	• Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.	• Students receiving special education services who have the most significant cognitive disabilities* and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt.
Descriptor Criteria	• The ARD committee may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the TAKS–M participation criteria.	• The ARD committee may decide that a student's knowledge and skills can best be assessed with TAKS–Alt if the student meets **all** of the TAKS–Alt participation criteria.
Participation Requirement: Access to the Curriculum	• The student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS.	• The student accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills.
Participation Requirements: Instruction	• The student requires an alternate form of TAKS that is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS. • The student demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence.	• The student demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks. • The student demonstrates performance objectives that may include real-life applications of the grade-level TEKS as appropriate to the student's abilities and needs. • The student requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance, and generalization of skills. • The student requires supports to the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills.
Participation Requirement: Other	• The student meets some but not all of the participation criteria of TAKS–Alt.	

* A significant cognitive disability affects the overall learning potential for an individual and limits what an individual may be able to achieve. A student with a learning disability does have the learning potential to achieve grade-level expectations; however, the individual may have difficulty reaching his or her potential due to the disability. A student with a learning disability is not considered a student with a significant cognitive disability.

Step 4 of Making Assessment Decisions

> Document the appropriate assessment, including the accommodations or supports the student will need during the assessment.

The ARD committee must document in the IEP the rationale for all assessment decisions. According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), when an alternate assessment (TAKS–M or TAKS–Alt) is selected, the ARD committee must document the following:

- why the student cannot participate in a general assessment, TAKS or TAKS (Accommodated),
- why the selected alternate assessment is appropriate, and
- what accommodations are necessary to measure the student's academic achievement.



Two sample forms titled "Summary of ARD Assessment Decisions" and "2011 Student Roster" may assist school personnel in recording assessment decisions. They are located at http://www.tea.state.tx.us/student.assessment/resources/ard.

Accommodations that may be considered for use on a state assessment are listed in detail in the Accommodations Manual. If the ARD committee determines that a student needs a testing accommodation that is not listed as allowable for an assessment or that requires the submission of an Accommodation Request Form, the district should submit a request with objective evidence of student need. Only accommodations used on a routine basis and documented in the student's IEP will be considered. Any accommodation that requires the submission and approval of an Accommodation Request Form must be documented in the IEP as "pending TEA approval." It is important for ARD committees to discuss and document that the submission of an Accommodation Request Form does not constitute an approval.



For more information regarding allowable accommodations for specific assessments, refer to the Accommodations Manual, *located at* http://www.tea.state.tx.us/student.assessment/resources/accommodations.

For TAKS–Alt, ARD committees determine and document if a student has a significant cognitive disability and meets all the participation requirements. Instructional materials, strategies, accommodations, and supports should be documented in the student's IEP. However, it is the role of the teacher, not the ARD committee, to determine the complexity level used to access a particular essence statement. After instructing the student, the teacher will determine which of the state-developed assessment tasks to use during the assessment observation. The teacher will plan the specific supports, materials, and response modes to be allowed during the observation and document them on page 1 of the state-required documentation form.



The document "Assessment Decision Process for the Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt)" outlines the procedures that must be followed once it has been determined that TAKS–Alt is the most appropriate assessment. It is located at http://www.tea.state.tx.us/student.assessment/resources/taksalt.

Student Scenarios: Which Assessment Is Appropriate?

Understanding the state assessment options may prove challenging for ARD committees. Decisions regarding assessment should be made based on the student's individualized instruction and the accommodations, modifications, or supports the student requires in order to access the grade-level TEKS. Several student scenarios are provided as examples to assist ARD committees in determining whether TAKS, TAKS (Accommodated), TAKS–M, or TAKS–Alt is the most appropriate assessment.

Student Description	Assessment Decision/Rationale
1. A grade 10 student was dismissed from special education services the previous year. The student currently receives Section 504 services with the following classroom accommodations: use of placemarkers and large-print materials.	The student must take TAKS. Only students receiving special education services may take TAKS (Accommodated), TAKS–M, or TAKS–Alt. The accommodations the student uses may be allowed on TAKS if certain conditions are met.
2. A grade 9 student receives one hour of special education services per day in reading. The student receives instruction in the grade-level curriculum and routinely uses the following classroom accommodations: larger font, fewer questions on assignments, and less text on a page. The student attends a general education class for mathematics, and receives reading support on all tests and assignments.	After reviewing the student's PLAAFP, instructional plan, and the need for accommodations, the ARD committee determines that the student should take TAKS (Accommodated) for reading. The ARD committee determines that TAKS is the most appropriate assessment for mathematics since oral administration is an allowable accommodation for students who meet the eligibility criteria.
3. A grade 11 student receives one hour of special education services per day in English language arts and one hour in mathematics in inclusion classes. IEP goals and objectives for these classes include grade-level TEKS accessed through accommodations. The student attends general education classes for science and social studies. Accommodations in all classes include small-group instruction, use of a timer, use of computer with spell check for all written tasks, and fewer questions on every assignment.	The ARD committee reviews the student's IEP and confirms that the student accesses the grade-level curriculum through the use of accommodations. The ARD committee determines that TAKS is not an appropriate option in any subject because some of the student's needed accommodations, such as spell check and fewer questions, are not allowed on TAKS. However, these accommodations are available on TAKS (Accommodated) in certain situations. The ARD committee determines that TAKS (Accommodated) is the most appropriate assessment.
4. A grade 5 student receives one hour of special education services per day in reading and one hour in mathematics. The student requires modified reading materials, pre-reading strategies, and simplified vocabulary because of difficulties associated with decoding and comprehension. The student also needs modifications in mathematics and science that include limiting extraneous information on charts and graphs, simplifying numbers, and providing formulas when necessary.	The ARD committee reviews the student's present level of academic achievement and how the student will access the grade-level TEKS. Due to the student's difficulty with decoding and comprehension and the need for modifications, the ARD committee determines that neither TAKS nor TAKS (Accommodated) would be an appropriate testing option. After reviewing the participation requirements for TAKS–M, the ARD committee agrees that the student can best be assessed with TAKS–M in reading, mathematics, and science.

Student Description	Assessment Decision/Rationale
5. A grade 8 student receives two hours of special education services per day in language arts and one hour in mathematics in a resource setting. Due to a specific learning disability, the student requires extensive modifications to language arts instruction and some modifications to mathematics instruction, depending on the skill. The student receives science and social studies instruction in the general education classroom but requires some modifications in order to be successful. The student also needs accommodations, such as the use of manipulatives and a calculator in mathematics, frequent breaks, verbal reminders to stay on task, and reading support.	The ARD committee reviews results from diagnostic testing, classroom grades, and scores from past state assessments to determine the student's strengths and needs. The ARD committee also reviews the instructional goals and objectives in the student's IEP. Based on this information, the ARD committee discusses whether TAKS and TAKS (Accommodated) might be appropriate in any subject area given the modifications documented in the IEP in all tested content areas. This decision prompts the ARD committee members to review the participation requirements for TAKS–M. The committee determines that the student needs extensive modifications in language arts and meets the participation requirements for TAKS–M in this subject. However, the student only needs some modifications and is able to demonstrate progress in the grade-level curriculum for mathematics, science, and social studies by using specific accommodations. The ARD committee decides that the student should take TAKS (Accommodated) in these subjects and reviews the Accommodations Manual for allowable accommodations on each assessment.
6. A grade 7 student with autism receives one and one-half hours of special education services per day in reading comprehension and written language. Throughout the rest of the day, the student receives behavioral support from a teaching assistant in general education classes. Due to both expressive language and fine motor difficulties, the student requires modified instruction in reading and writing. The following accommodations are also provided in all subjects: use of a computer for lengthy written responses, use of a calculator, shortened assignments, reduced visual input, and visual cue cards for behavior.	After reviewing the student's strengths and weaknesses, the ARD committee determines that TAKS would not be the most appropriate assessment in any subject area, even with allowable accommodations. Since the instruction in mathematics is not modified, the committee determines that TAKS (Accommodated) is the appropriate assessment for this subject. This assessment best supports the student's need for shortened assignments and fewer items per page to reduce visual input. Since the student does need instructional modifications in the areas of reading and writing, the ARD committee reviews the participation requirements for TAKS–M and determines that this is the most appropriate assessment for these subjects.

Student Description	Assessment Decision/Rationale
7. A grade 3 student receives four hours of special education services per day in resource and self-contained settings: two hours in language arts, one hour in mathematics, and one hour of functional skills. Additionally, the student receives support for social skills from a teaching assistant when in general education classes. Most instruction occurs in a small-group setting with the following accommodations and modifications: simplified directions and language, reduced complexity of written assignments, simplified steps, manipulatives, and extended time for task completion.	The ARD committee discusses where the student currently is, both academically and functionally, and documents that the student accesses the grade-level curriculum through accommodations and modifications. The ARD committee determines that TAKS and TAKS (Accommodated) would not be appropriate assessments due to the need for modifications to address the student's learning style. The committee reviews the participation requirements for both TAKS–M and TAKS–Alt. Although the committee agrees that the student has a significant cognitive disability, at this point the student is still able to access the curriculum through accommodations and modifications rather than through prerequisite skills. The committee decides that TAKS–M would be the most appropriate assessment for reading and mathematics.
8. A grade 8 student receives six hours of special education services per day in language arts, mathematics, science, social studies, and self-help skills. Additionally, the student receives assistance with communication and mobility skills from a teaching assistant when in general education classes. Most instruction occurs in a one-to-one or small-group setting using prerequisite skills to access the curriculum. Significant modifications to all instruction and materials are required in order for the student to be successful.	The ARD committee reviews the student's PLAAFP, instructional plan, and the participation requirements for both TAKS–M and TAKS–Alt. The ARD committee agrees that the student accesses the curriculum through prerequisite skills and meets all other participation requirements for TAKS–Alt, including that of a student with a significant cognitive disability. The ARD committee determines that TAKS–Alt is the most appropriate assessment and it will be administered for all subject areas.
9. As the result of a recent car accident, a grade 6 student's physical movement of all extremities and expressive language skills are limited. The student now receives special education services for one hour per day in reading and one hour in mathematics. Additionally, the student attends general education classes in all subject areas with extensive adult support. Since the student's present level of functioning is under evaluation, the student currently receives instruction with a combination of grade-level TEKS, grade-level TEKS accessed through accommodations and modifications, and grade-level TEKS accessed through prerequisite skills. Because the student responds using eye gaze, assistive technology is being considered as a learning device.	After discussing the student's strengths, needs, and instructional plan, the ARD committee determines that TAKS and TAKS (Accommodated) would not be appropriate assessments due to the student's specific disability. The committee discusses the participation requirements for both TAKS–M and TAKS–Alt. Formal assessment of the student's present skills has been difficult to obtain, and the committee is uncomfortable identifying the student as having a significant cognitive disability. Without agreement on a significant cognitive disability, the student does not meet the participation requirements for TAKS–Alt. However, the committee does not feel the student can participate in any of the other assessment options and is unable to make an assessment decision. A member of the committee contacts the TEA Student Assessment Division for guidance.

STUDENT SUCCESS INITIATIVE (SSI) AND GRADUATION

Overview of the Student Success Initiative (SSI)

The Student Success Initiative (SSI) was enacted by the 76th Texas Legislature in 1999. The SSI is composed of three initiatives that together support on-grade-level student achievement in reading and mathematics so that every student can succeed throughout his or her school career. These three initiatives, as originally designed, were the Texas Reading Initiative, the Texas Mathematics Initiative, and the grade advancement requirements in reading at grades 3, 5, and 8 and in mathematics at grades 5 and 8. In 2009, the 81st Texas Legislature amended the SSI initiatives to eliminate the grade 3 advancement requirements and modify the accelerated instruction requirements for grades 3–8.

Students who take TAKS, TAKS (Accommodated), and TAKS–M are subject to SSI requirements. Students taking TAKS–Alt are not subject to SSI requirements because multiple testing opportunities are included in the TAKS–Alt process. ELLs who take TAKS, TAKS (Accommodated), or TAKS–M, except for those who qualify for LAT, are subject to SSI requirements. Eligible immigrant ELLs taking LAT administrations* are not subject to SSI grade advancement requirements and do not take retests. In the case of an ELL receiving special education services, the student's LPAC and ARD committee should collaborate to make assessment decisions.

Under the SSI requirements, a student who takes TAKS, TAKS (Accommodated), or TAKS–M is allowed three testing opportunities to meet the passing standard. If the student does not meet the passing standard during the first testing opportunity, an accelerated instruction plan must be developed for the student to complete prior to the next testing opportunity. If a student does not meet the passing standard during the remaining opportunities, the ARD committee will serve as the student's grade placement committee (GPC) and determine whether the student will be promoted or retained. This system of support is structured to ensure that all students gain sufficient understanding of the state-mandated curriculum, the TEKS.

The role of the ARD committee in making decisions about students subject to SSI requirements is defined in the Texas Administrative Code (19 TAC §101.2003). Districts are encouraged to carefully weigh the individual needs of students with disabilities as they consider decisions pertaining to SSI requirements. For the students described in 19 TAC §101.2003, an ARD committee must make decisions regarding **appropriate** (1) assessment, (2) accelerated instruction, and (3) grade placement based on a student's specific disability-related needs. The ARD committee decision regarding grade placement does not have to be unanimous but must follow the general rules governing ARD committee decision-making as set forth in 19 TAC, Chapter 89, Subchapter AA.



For complete information about the SSI requirements for all students, including those receiving special education services, consult the Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative (GPC Manual) *located at* http://www.tea.state.tx.us/student.assessment/resources/ssi.

* Only immigrant ELLs who qualify for a LEP exemption or for special provisions as unschooled asylees or refugees are eligible for LAT administrations. See the *LPAC Decision-Making Process for the Texas Assessment Program Manual* for more information.

Graduation Flowcharts

On December 3, 2004, IDEA Amendments of 2004 were signed into law. These amendments contain many changes to the federal law pertaining to the education of students with disabilities. The United States Department of Education, Office of Special Education Programs, published related federal regulations which became effective October 13, 2006. As a result of the changes to the federal special education law and regulations, Commissioner's Rule, 19 TAC §89, Adaptations for Special Populations, Subchapter AA, Special Education Services, was amended in order to ensure school district compliance with new procedural and reporting requirements.

Based on the requirements of these Commissioner's Rules, the following two flowcharts give guidance to ARD committees regarding how assessment decisions and test results affect graduation plans for students receiving special education services.

- Graduation Flowchart A addresses testing requirements for students who entered grade 9 in the 2008–2009 school year, including all students who enter grade 9 after 2008–2009. Students entering grade 9 in 2008–2009 and thereafter must demonstrate satisfactory performance on TAKS or TAKS (Accommodated) exit level assessments to graduate under the Distinguished or Recommended high school programs.

- Graduation Flowchart B addresses testing requirements for students who entered grade 9 prior to the 2008–2009 school year. ARD committees should not apply the requirements of the Commissioner's Rules to students who began completing the Distinguished or Recommended high school program requirements prior to November 2007, the effective date of this rule.

According to federal regulations regarding graduating high school students, students who take TAKS–M are not held to the same graduation requirements as students who take TAKS. "[B]ecause of these students' disabilities, their IEP Teams [ARD committees] are reasonably certain they will not achieve grade-level proficiency within the year covered by their IEPs" (72 Fed. Reg. 17749 [April 9, 2007]). Therefore, TAKS–M grade 11 assessments are NOT exit level assessments. They are only administered once a year (during the primary administration) to students enrolled in grade 11 who meet participation requirements for TAKS–M. TAKS–M assessments are not administered to students in grade 12.

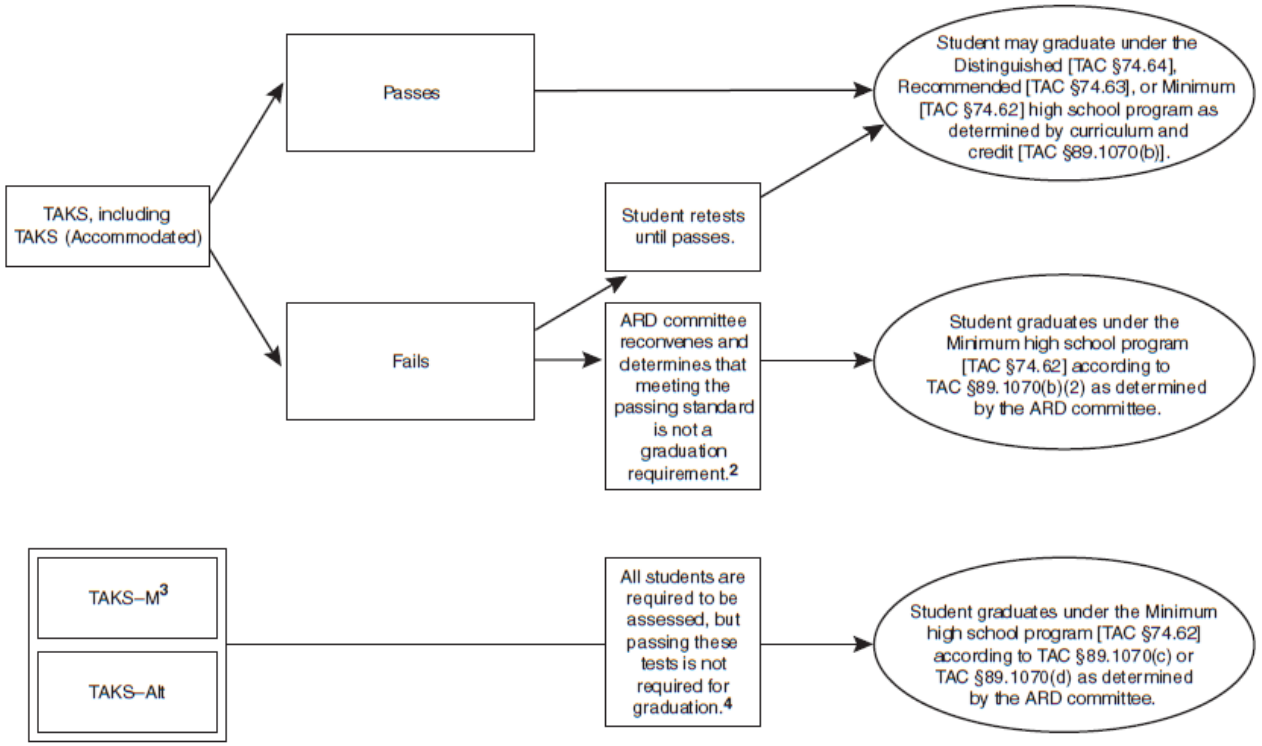
Note that a student who is dismissed from special education services must perform satisfactorily on TAKS, as only students receiving special education services are eligible to participate in TAKS (Accommodated), TAKS–M, or TAKS–Alt. An ARD committee should have confidence that a student who is dismissed from special education will be able to successfully complete all of the requirements for high school graduation, including satisfactory performance on the statewide exit level assessments.



State graduation guidance for students receiving special education services is located at http://www.tea.state.tx.us/special.ed/guidance/graduation.html.

TEXAS EDUCATION AGENCY

Graduation Flowchart A
Guidelines for ARD Committees Regarding Exit Level/Grade 11 Testing Requirements for Students Who Entered Grade 9 IN 2008–2009 (and thereafter)[1]



[1] In November 2007, Commissioner's Rules regarding exit level assessments were established. Students who entered grade 9 during the 2008–2009 school year (and thereafter) must meet the requirements of the rule, TAC §89.1070(b).

[2] Simply failing the test is not sufficient reason to justify changing the IEP regarding graduation requirements and retest opportunities.

[3] Students who take at least one TAKS–M subject-area test in grade 11 graduate under the Minimum high school program according to TAC §89.1070(c).

[4] Retest opportunities are not available for grade 11 assessments.

Additional information is available at http://www.tea.state.tx.us/special.ed/guidance/graduation.html.

Graduation Flowchart B

Guidelines for ARD Committees Regarding Exit Level/Grade 11 Testing Requirements for Students Who Entered Grade 9 PRIOR TO 2008–2009[1]

TEXAS EDUCATION AGENCY

1 In November 2007, Commissioner's Rules regarding exit level assessments were established. Students who began completing the Distinguished or Recommended high school program requirements prior to November 2007 are not affected by the rule change.

2 Simply failing the test is not sufficient reason to justify changing the IEP regarding graduation requirements and retest opportunities.

3 Students who take at least one TAKS–M subject-area test in grade 11 graduate under the Minimum high school program according to TAC §89.1070(c).

4 Retest opportunities are not available for grade 11 assessments.

Additional information is available at http://www.tea.state.tx.us/special.ed/guidance/graduation.html.

VIRGINIA

Virginia Modified Achievement Standards Test (VMAST)
Participation Criteria

Students participating in the Virginia Modified Achievement Standards Test (VMAST) are expected to learn grade level content; however, they may require additional time and a variety of instructional and assessment supports. Students participating in VMAST do not receive a modified curriculum; the achievement expectations are modified and difficulty is reduced by including tools and supports that allow participating students to access and demonstrate knowledge of grade-level content. Eligibility for VMAST must be determined separately for reading and mathematics.

Required Components:

1. The student has a current IEP with grade-level content goals.
2. Student's disability precludes him or her from achieving and progressing commensurate with grade-level expectations.
3. Student achievement and progress is evaluated using multiple, objective sources of evidence.
4. Student's daily instructional and assessment modifications are clearly documented.

Criteria **ALL** criteria must be met to identify student as eligible for participating in the VMAST.	**Examples of Documentation** Supporting evidence to document meeting these criteria.
Intensive Individualized Instruction Does the student need significant instructional modifications to access grade-level SOL and show progress?	
Requires intensive differentiated instruction *and*	Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, supports
Requires intensive individualized supports *and*	Provide a list of accommodations and/or modifications, e.g. instructional strategies and resources, frequent and structured prompting and cueing, and assistive technology.
Requires increased frequency and duration of instruction and practice *and*	Differentiated lessons, tutoring, extra learning time, participation in remediation classes, and/or participation in research-based interventions

Classroom Assessment Does the student need modified classroom assessments in order to demonstrate knowledge of grade level content?	
Requires differentiated classroom assessments *and*	Sample of differentiated assessment items or assessments
Accommodations alone do not allow student to fully demonstrate knowledge *and*	Document how accommodations have been insufficient and why.
Student Performance Is the student not expected to achieve grade-level proficiency within the year?	
Consistently requires remedial instruction to access grade level content *and*	Document the level and difficulty of content covered in differentiated lessons, tutoring, remediation, and/or intervention programs.
Despite provision of research based interventions, the student is not progressing at the rate expected for grade level	Evidence of research based interventions and systems for monitoring student progress. Student work demonstrates that the student is not progressing at the rate expected for grade level.
Given appropriate supports and tools the student can access and demonstrate mastery of grade-level content against a achievement expectations that are less difficult than required for proficiency on the SOL.	

The VMAST eligibility decision may *not result primarily* from:

1. any specific categorical label (e.g. disability, ethnicity, gender, social, cultural, economic status, ESL)
2. excessive or extended absence
3. belief that the student may fail the test
4. belief that the student does not need this assessment to be promoted to the next grade or to graduate with a diploma
5. belief that the experience will be too stressful for the student
6. student behavior that prohibits testing in a group and
7. students not mastering all of the curricula covered on the grades 3 though 8 SOL assessments.